|  |
| --- |
| **Presentation Policy** |

At Abernyte Primary School, we aim to encourage quality in all we do and pride in our work. We understand that first impressions are important and standards and expectations are reflected in the way we present our work.

Improved presentation will save valuable time, assist pupils to achieve a higher quality of work and enable everyone to see positive outcomes in a relatively short period of time.

We expect all members of staff to support the implementation of the policy and teachers need to make expectations clear at the start of the academic year. Pupils should be reminded as part of lesson success criteria about presentation expectations. Work that is well presented is praised and modelled for other pupils.

**Principles for presentation**

Children should be led towards an understanding that the way they present their work is important. Consequently we have agreed the following principles about presentation of work across the curriculum:

* Teachers should make clear to children the standards of presentation we expect and use examples of work which model good presentation (including their own writing in books, on iPads and on Promethean Board).
* Skills of presentation should be taught explicitly to pupils. Much of this should take place during the first weeks of the academic year.
* For Maths and Numeracy work, the short date will be used on the left hand side of the page, children will usually work across the page.
* From P4 onwards the title of the work should be written at the top of the piece of work when appropriate for the child.
* Younger children will begin working towards this where appropriate.
* All work should be dated – for younger children a date stamp could be used.
* In general, a line will be left before work is started.
* Work which is not in exercise books should be mounted or filed as soon as possible to avoid cluttered drawers. Children can be involved in this.
* For Art, large pieces of completed work should be kept until the end of year, kept as evidence, or sent home after displaying/celebrating according to need. A photographic record can stored on Seesaw profiles.

**Principles for display**

* At every stage of primary education, stimulating and relevant displays are an essential learning resource. Interest tables, tuff trays, discovery tables, two and three-dimensional displays of children's work, models etc., in all curriculum areas extend children's learning and celebrate their work.
* In order to create an atmosphere of care and concern for quality in the classroom environment, teachers need to have access to and use effectively, plants, drapes, artefacts, display boxes, corrugated card, etc.
* All boards are backed with hessian and black border to provide consistency of a calm, nurturing classroom.
* Where possible avoid laminated displays.
* Careful lettering and presentation are very important in creating the impression of purpose and order, and in indicating a concern for quality and excellence.
* Displays in class should include - Literacy, Numeracy & Mathematics, Health and Wellbeing, Technology and Learning Across the Curriculum work this may include essential key words/vocabulary, questions, information and targets to support pupil learning. Class teachers also have access to display boards in the top section of the corridor and cloakroom.
* The main display board in the corridor is solely for an ECO notice boards, Shooting Star display and House display.
* Other subjects/topic work can be displayed on a rota basis in class.
* Plan in advance for display work – consider forthcoming pieces of work that are most appropriate to use for display and allow time for the work to be completed.
* Plan out the display beforehand thinking carefully about the layout and the colours you use for the work, borders and backgrounds.
* Displays do not necessarily have to be confined to the display board. Depending on where the display is, you can use the wall around them, have things hanging from the ceiling etc. (please check that the security alarm is not affected).
* Displays should follow a variety of formats including teacher generated stimuli (probably at the beginning of an academic year), pupil work displayed by the teacher and pupil generated and displayed work.
* All work should be clearly named where possible.
* Good quality materials and backing paper should be used- please use white paper and not recycled paper for classroom displays.
* Teachers are encouraged to delegate display work to support staff if they wish.
* Support staff should be made aware of this policy.

**Storage of work**

* Literacy: Literacy work will be stored on either Seesaw journals, extended writing jotters, literacy jotters, spelling logs or handwriting jotters and files.
* Numeracy: All work is stored in one maths book. One number is written in one space. Worksheets pulled together to make workbooks for the younger learners.
* Science: Work is stored in an alternate plain/lined jotters or topic folder.
* Digital Learning: Work is stored on Seesaw, Teams or on the computer or iPad. They should be checked to ensure that they are saved correctly in their own file.
* Music: Work is stored on recordings and / or photographs of pupils’ work.
* Art and DT: Work is kept in individual plastic wallets in school.
* All other subjects will be stored in topic or class jotters.
* Jotters should be stored in school until the end of the academic year. Jotters should be numbered to show progress.
* Children are not be allowed to deface the front covers of jotters. They should also be encouraged to keep the covers tidy. Teachers should complete the covers using word processed labels. The name, class and subject should be clearly labelled.

**Writing for Display**

* Writing on display should be of a high standard. The work should be of high quality and for older children they should use line guides to ensure there is a high standard of finished work.
* Spellings should be accurate and reflect the child’s best efforts for their ability. All displayed work should be titled. Individual work should be named where possible.

**Presentation of Work in Books**

* The whole school uses RWI and Nelson handwriting schemes and the correct formation of letters is clearly displayed in each year group for children to reflect on and copy. Handwriting is taught as a discrete area in all year groups from the beginning of P1.
* All work must be dated and titled. The short date is used in all work except literacy when the long date will be used.
* Key words on titles should have capital letters.
* Work should be ruled off and dates written underneath. Under no circumstances must pages be left blank. Pupils will only receive a replacement jotter when the first one is full.
* Pupils should be trained to tidy their desks and learning environment regularly throughout the day- this includes picking things off the floor and tables so that effective organisation is present and also cleaning of the classroom can take place.
* All play resources including models and loose part play must be stored away at the end of each day leaving the classrooms tidy.
* At the end of every term trays should be tidied and cleared of any surplus paper.
* Teachers work areas should be left tidy before leaving at the end of the day.