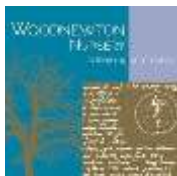


# Woodnewton- a learning community

## Presentation Policy



<b>Approved by:</b> Governance
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<b>Date:</b> 1 <sup>st</sup> September 2025



# Woodnewton – a learning community



## Presentation Policy

To be read in conjunction with: [Teaching and Learning Policy](#)

At Woodnewton – a learning community we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as pupils take pride in, and have a sense of ownership of, their work.

Presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

### Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the pupils.
- To create a clear and consistent set of guidelines for the presentation of pupils' learning.

### Objectives

- To motivate each individual to present their work in the best possible way.
- To enable pupils to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.
- To create consistency in standards of presentation across the school.

### Aims For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

### Expectations for Teaching Staff

- Remember – you are the most important role model for presentation and high expectations. Use the resources available to you, e.g. on the whiteboard – lines and grids to model good practice.
- All handwriting which is on display for the pupils – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed, neat and follow the school script (NTPreCursive fk).
- All pupils' work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- Make sure that pupils clear work surfaces and the floor before leaving the room to reduce waste of resources.

- When children have been awarded their pen licence, this is a permanent expectation for the remainder of their education at Woodnewton.

## Expectations for Pupils

Use of pencils and pens;

- Pencils should be used in all Maths books and in draft work if appropriate.
- Pens should be used for written work as soon as possible from Year 2 onwards at the point where the teacher judges the pupil's handwriting to be sufficiently neat and fluent. From Year 4 all children should use a pen to complete written work (unless significant fine motor skills relating to Special Educational Needs or Disability).
- Pupils should use a blue ballpoint for written work and a purple ballpoint for editing work. No fibre tip or felt tip pens should be used.
- Once a pen license has been achieved the child does not have to re-earn this when they start in the next year group.

Expectations for the Date:

- Teachers date children's work in Foundation Stage 2.
- In Year One, children work towards writing the short date independently by the end of the year using a pre-cursive text.
- By the end of Year 2, children write both long and short date independently depending on the subject being taught.
- Children write the short date for all maths work and the long date for English and other subjects.

Expectations for Handwriting:

- The Nelson scheme is the agreed scheme for teaching handwriting.
- NTPrecursive fk font should be used for all worksheets and handouts.
- Use the appropriate case when you need to – capital letters at the start of sentences and for proper nouns.
- Handwriting expectations are reinforced in all lessons and skills are practised regularly.

Expectations for Layout in all subjects (except Mathematics):

- The date is written in words at the top on the left and underlined with a ruler.
- A line is left blank underneath the date.
- The learning objective or title (or both) should be on the next line and underlined with a ruler (This can be handwritten or pre-prepared by the class teacher).
- Blank pages should not be left in between each piece of work.
- Miss a line under the title and start at the margin.
- If you make a mistake, draw one neat line through the mistake and start again – do not over-write or use multiple lines.

#### Layout in Mathematics:

- The date, written in digits and the learning objective should be written at the top of a clean page and underlined with a ruler.
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation and subsequent answer must be clearly numbered but also distinguishable from workings out/notes.
- Any words are to be written correctly in cursive handwriting.

#### Classroom Organisation and Resources:

- Pupils should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils.
- Each room has individual learning journals (jotters) available for all the pupils.
- Pupils and staff should check the floor and other surfaces before leaving the room e.g. at break time, for spare equipment.

#### Expectations for Books and iPads:

- Children are expected to look after their books and keep them well presented.
- Children are expected to take care of their iPad.
- Any work completed on separate sheets will either be trimmed and glued or folded neatly in half and glued in.
- The edges of books are neat and tidy.
- Children are not to doodle on the front of their exercise books.
- Every exercise book will be given a title/name label.

#### Presentation in the School Environment

- Children will wear school uniform in line with the school uniform expectations and all staff will promote and re-inforce this.
- Children will have shirts tucked in and be neatly presented.
- Children will wear the appropriate and correct PE kit on their designated PE days.
- Children will ensure that their trays/lockers are neat and tidy and emptied regularly.
- Children will ensure that their tables and shared areas are neat and tidy at the end of every day.
- Teachers will support children in knowing the expectations for neatness in their classroom.
- Staff will be good role models for the children.
- Displays of work and supporting material will be kept to a high standard and up to date.
- Cloakrooms will be kept neat and tidy; children will only bring book bags and lunchboxes in small appropriate bags.
- We are all responsible for our whole school, so we will all make sure that the hall, outside areas, the classrooms, corridors and toilets are kept neat and tidy, with equipment put smartly away.

- At dinner time we all eat carefully and smartly and try not to spill or drop anything on the floor. If we have a packed lunch we take any unwanted food home, so parents know what we have eaten.
- Children enter the classrooms and shared areas sensibly and quietly and show we are ready to learn and staff will be in class or shared areas ready to receive the children.
- Children and staff move around school quietly and sensibly, showing respect for other classes or groups who are learning.
- When children enter and exit the hall for assembly they can sing and when they are in the assembly they sit smartly and keep their hands and feet to themselves and only speak when answering a question or singing.
- Children will leave personal items such as toys/cards/games at home.
- Children will have a water bottle available to them in the classroom containing only water and not juice.

#### Outcomes of Presentation Policy

- Pupils of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all pupils and adults.

#### Monitoring of Presentation Policy

- Staff will monitor presentation via the awarding of Dojo points for effort.
- Regular work scrutiny by staff, including educational pastoral leaders and subject leaders will ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

## Presentation Guide

### Key Stage 1



The date will be on the top line.

The learning objective or title will be underneath the date.

I will underline the date and the title using a ruler and pencil. 

I will not leave blank pages in my book. When I start a new piece of work I will start on the next new page.



If I make a mistake I will put one neat line through it. I will not scribble or draw doodles.

**whent**

I will write on the lines in my book and start on the left hand side.

I will use a pencil in my books.



I will use a handwriting pen in my writing books when I have earned my pen licence.

In Maths I will put one digit in each box.

I will keep my books clean and tidy.

I will use coloured pencils to colour in images or drawings in my exercise books.

Presentation Guide  
Key Stage 2



I will write the date on the left hand side at the top of the page. I will leave a line and then write the learning objective or title underneath the date.

I will underline the date and the title using a ruler and pencil.



I will not leave blank pages in my book. When I start a new piece of work I will start on the next new page.



If I make a mistake I will put one neat line through it. I will not scribble or draw doodles.

**when**

I will write on the lines in my book and next to the margin.

I will use a pencil in my maths books and put one digit in each box.



I will use a handwriting pen in my writing books.

I will keep my books clean and tidy.

I will use coloured pencils to colour in images or drawings in my exercise books