ST PETER'S RC
PRIMARY SCHOOL

Presentation Policy

Approved by	Gareth Rein	Headteacher	Date: 07.10.25
Approved by	P McManus	Chair of Governors	Date: 07.10.25

St Peter's RC Primary School Presentation Policy

Aims

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

Objectives

- To motivate each individual child and staff member to present their work in the best possible way.
- To enable children 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.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teachers and Teaching Assistants

- Remember - you are the most importable role model for presentation and high expectations. Use the resources available to you, e.g., on the SmartBoard/TV – lines, grids etc to model good practice.
- All adult handwriting – on SmartBoards and TVs, dry wipe boards, flip charts and in books – should be legible, consistently formed and neat. Teachers from Year 4 to Year 6 should use a joined script when writing on whiteboards and in pupils' books.
- All children's work must be marked using the agreed marking policy and with neat legible handwriting.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- Ensure that children clear or tidy work surfaces and the floor before leaving the classroom to reinforce the expectation of high standards in presentation and organisation.

Expectations for Children

- All children will adhere to the Presentation Policy at all times.
- All children will agree to and sign a Presentation Contract.

Expectations for Children's Use of Pencils and Pens

- Pencils should be used in all Foundation Phase work and on worksheets if appropriate.
- If required, margins should be drawn in pencil and with a ruler.
- Pens may be used by pupils at the discretion of the class teacher.
- Pens must be blue fibre tip. No ballpoint, biros or felt pens should be used.
- All underlining should be drawn in pencil and using a ruler.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

Expectations for Handwriting

- The Sassoon scheme is the agreed scheme for teaching handwriting.
- Sassoon Primary fonts are the preferred style for all worksheets and handouts.
- Use the right size letters including capital letters at the start of sentences and for proper nouns and acronyms.
- Handwriting is taught explicitly each week as an integral part of Languages, Literacy and Communication lessons.
- Bubbles, circles or hearts in place of full stops for the title in the lower-case letters i or j are not acceptable.

Expectations for Layout

- At the start of a new piece of work, start a new page in the book.
- The date is written at the top line on the left and underlined.
    - Pupils in the Foundation Phase will write the long date. (Except in mathematics books.)
    - Pupils in Key Stage 2 will write the short date. Obliques should separate the parts of the date.
- The title is to be written in the centre of the second line and underlined.
- If a textbook is used, the title of the book and page number should be written on the right hand side of the top line.
- Miss a line under the title and start at the margin.
- Write on the line.
- When writing numbered work, miss a line after each answer/section.
- Paragraph indentation should be used as soon as the children are confident to do so.
- If a mistake is made when using pencil, erasers may be used.
- If a mistake is made when using pen, draw one neat line through the mistake in pencil and start again – do not over-write.
- Do not write in the margin unless it is a convention of the text type e.g. playscripts.

Additional Expectations for Layout in Mathematics Books

- In Key Stage 2 and if appropriate in the Foundation Phase, a 2 squares wide margin should be drawn on the left hand side of each page using a pencil and ruler.
- In both phases, the short date should be written on the left side of the top line, starting in the square after the margin.
- The square immediately after the margin should be left empty.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures. Numbers should be followed immediately by a full stop.
- If appropriate, pages can be divided in two with ruled lines creating a second margin.
- All numerals must be written neatly and clearly with one figure in each square. This convention is not necessary for writing fractions.
- A line of empty squares should be left between answers.
- Decimal points must be written on the line between the numerals. The decimal point DOES NOT have a square of its own.

Classroom Organisation and Resources

- Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, learning journals/draft books.
- Each room has individual whiteboards available for each pupil.
- Children and staff members should check the floor and other surfaces before leaving the room e.g. at break time for spare equipment.

Outcomes of Presentation Policy

- Children 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 children and adults.

Monitoring of Presentation Policy

- Regular work scrutiny by staff members, including subject leaders to ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

ALN Statement

St Peter's RC Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing, and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.

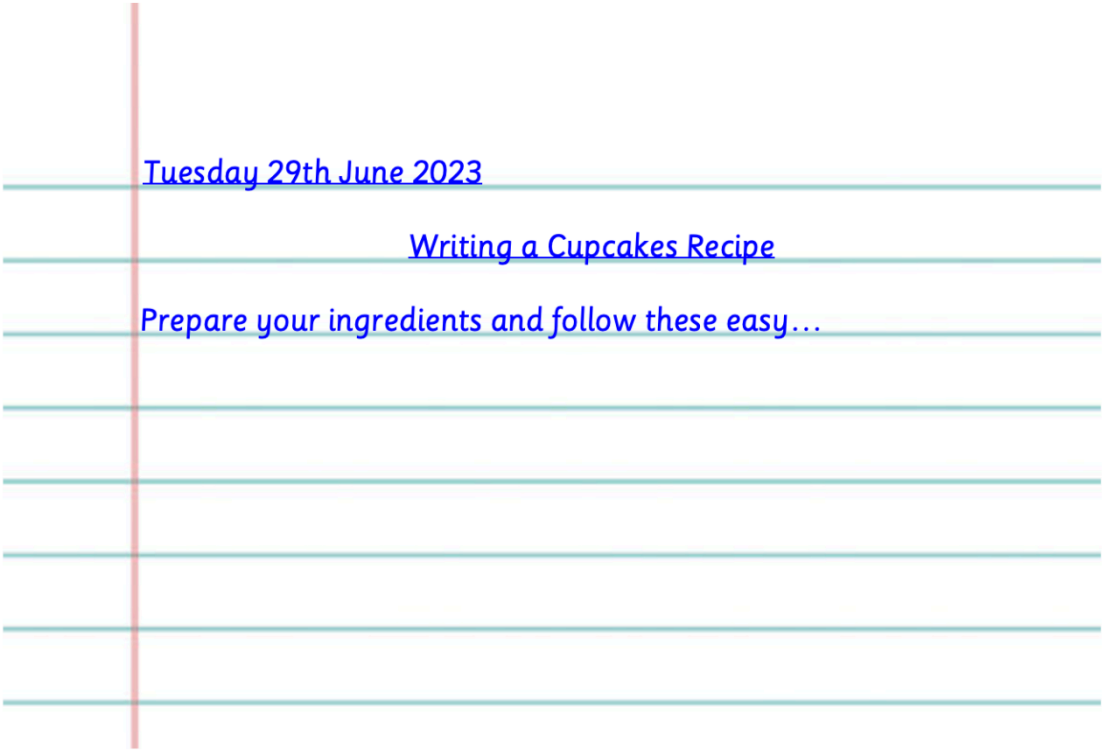
UNCRC statement

St Peter's RC Primary School is committed to creating a community where children's rights are respected, upheld, and fulfilled. We aim to foster a rights respecting environment that empowers pupils to become active and responsible citizens. Through collaboration with pupils, staff, parents/carers and governors, we aim to embed the United Nations Convention on the Rights of the Child (UNCRC) into our policies and practice.

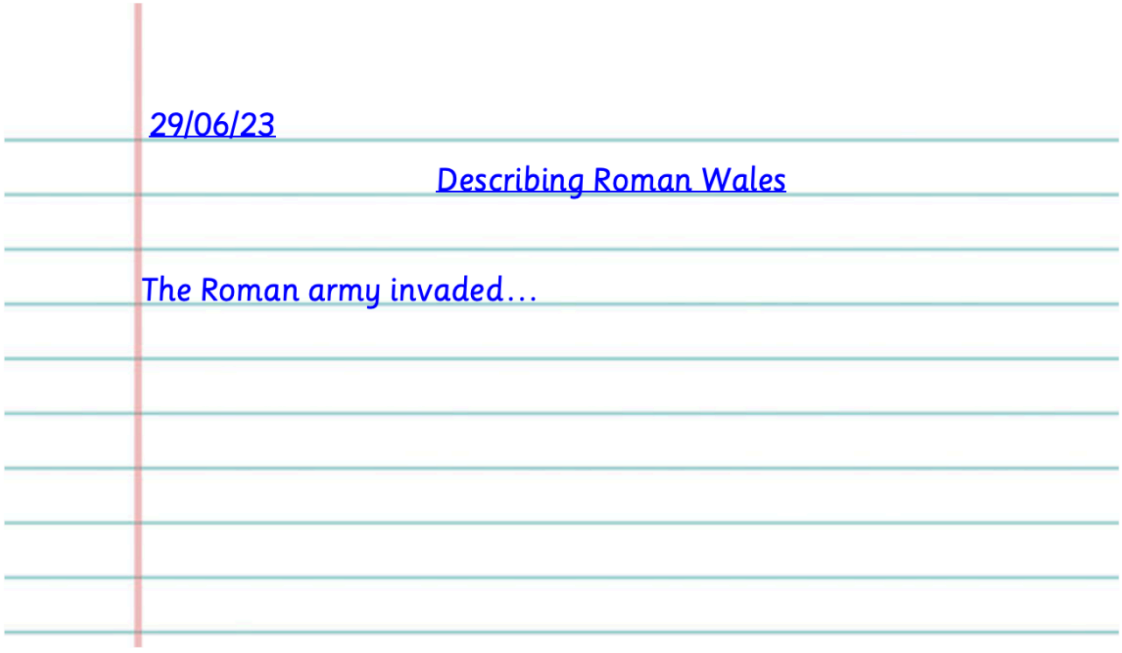
Year 2 and Year 3 Presentation Contract	
Name:	Class:
Presentation Rules	✓
I will use a writing pencil for my work.	
I will write neatly in all books and on all sheets.	
I will start new work on the next clean page.	
I will write the date on the top line and underline it with a pencil and ruler.	
I will write the heading on the second line and underline it with a pencil and ruler.	
I will not draw on the front or back of my book.	

Year 4 to Year 6 Presentation Contract	
Name:	Class:
Presentation Rules	✓
I will present my work neatly at all times.	
I will start new work on the next clean page.	
I will write the date on the top line and underline it with a pencil and ruler.	
I will write the heading on the second line and underline it with a pencil and ruler.	
I will miss a line after the heading before starting my work.	
I will use correct letter formation and joins.	
My drawings and illustrations will be drawn in pencil and to the best of my ability.	
I will not draw on the front or back of my book.	

Example of Correct Layout in Year 1 to Year 3 Exercise Books



Example of Correct Layout in Year 4 to Year 6 Exercise Books



Example of Correct Layout in Mathematics Books

