

Work Presentation Policy

Pristine Private School takes pride in the efforts of its students towards maintaining standard visual appearance and presentation of work. The Work Presentation Policy shall lay out a comprehensive and clear structure of standards to be followed by students.

Aims:

- To create a clear and consistent set of guidelines for the written presentation of students' learning.
- To ensure that a common standard is maintained across all key stages for the presentation of students' work.
- To streamline the transition of work between year groups that demonstrates progression in presentation understood by teachers and students alike.

Objective:

- To motivate each student to present their work in the best possible way.
- To enable students to recognize work that is presented to a high standard.
- To ensure each student knows the standard of presentation that is expected of them.

Handwritten Work.

- Handwriting must be legible and letters clearly formed. Students whose writing is very slow or poorly formed will be given additional support and may be required to complete additional practice to develop their skill.
- Students begin to adapt cursive handwriting Year 2 onwards to progress towards developing fluency and speed in order to form letter with confidence and correct orientation.

Key Stage 1 - Lower Key Stage 2 (Years 3 – 4)

- Pencils to be used for all handwritten work.

Upper Key Stage 2 (Year 5 – 6) and Key Stage 3 (Years 7 – 8)

- Only blue ink to be used for all written work
- Blue ball point and pointers only to be used.
- Black pen to be used **only** for headings and date.

Overall Presentation Guidelines

- All work should be dated. Date to be written on the left side of the page on the top row.
- Exercise books should be dated using the complete form in words i.e. **Monday 11th September 2016**. KS1 students will write in numbers 11-09-16.
- Maths books to be dated using date written in numbers.
- If there is no pre drawn margin, students should draw a margin using a ruler
- Students should avoid leaving blank pages.
- Only colour pencils / lead pencils are to be used for colouring or labeling of diagrams in exercise books. Use of crayons and marker for colouring is not allowed.

- All work should be given an appropriate title or heading which should be underlined neatly using a pencil and ruler (in some cases this may simply be a page number of the textbook and the exercise number).

Presentation Guidelines KS 2 Onwards

- Title / heading should be followed by a blank line, followed by the WALT / Learning objective.
- All success criteria to be pasted / written after the learning objective / WALT and before the commencement of the task.
- A line should be left between the title and the first paragraph or first response.
- A line should be left between the first and second response and so on.
- Any words misspelt are to be written thrice by the students at the end of the task and self / peer assessment comments.
- Extreme usage of erasers/correction fluid is discouraged Year 5 onwards. If a large amount of work needs to be erased draw a **single** line to cross out the work and begin neatly on the next line.
- In case correction cannot be inserted in the space available in between the task, an asterisk (*) and a note at the bottom of the page maybe used.
- Self and peer assessment should be titled “**Self Assessment**” “**Peer Assessment**” at the end of the task.
- Peer assessments should be signed off by the students assessing the task.
- Self and peer marking to be done using a blue colour pencil only.
- Year 5 onwards students are to use lead pencils to self and peer assess and write comments.
- IGCSE & Post 16 students should draw margins on both sides of a page using a ruler.
- In Mathematics, senior students should be trained to show rough calculations that are legible for depicting the method used for solving problems.
- In Science, diagrams must be drawn and labelled neatly. For IGCSE and Post 16 classes, diagrams should not be shaded or coloured.

Word Processed Work

- Work should be presented in 12pt font using a simple, clear font such as Arial, Calibri or Times New Roman.
- Margins of 2.5cm should be left on both sides and at the top and bottom of the sheet.
- Work should be given an appropriate title or heading which should either be put on bold and centred or underlined and centred. A line should be left between the title and the first paragraphs or first response.
- Pages should be numbered.
- The footer should be used to record the date and name of the student.
- Students are encouraged to use spell and grammar checker remembering that spell checks do not pick up incorrectly used homophones e.g. which, witch, their, there, whether, weather and the grammar check may not always recognise the complex sentence used for effect.

Approaches to Marking and Work Presentation

Years 1 to 8 - Only green ink to be used for marking by teachers.

Years 9 to 13 - Red ink to be used for marking by teachers.

Written and oral comments can take the form of

- Open and closed questioning.
- Personal or audience responses.
- Explicit feedback or instructions for next steps to be followed by the students.
- Corrections or pointers to help the child self-correct or improve next time.
- Encouraging pupils to reflect on their own work.
- Encouraging students to reflect on their peers work.
- At all times the marking approach used should suit the nature of the task set and the age of the pupil.
- Feedback needs to be differentiated, based on the student's set targets.
- Two stars and a wish

Aims for teachers

- Create consistency in standards of presentation and marking.
- Ensure that the learning objective and marking criteria have been shared with the pupils.
- Mark work against the Learning Objective, Success Criteria and/or Targets previously set.
- Provide written comments related to the learning objective that recognise achievement, are positive, realistic and indicate the next steps in their learning.
- Provide feedback for the student to facilitate improvement, to correct errors and to record success and effort.
- Provide time in lessons for children to reflect on the teacher's marking and comments and respond to them.

Assessment for Learning Focus Marking

- Teachers ensure that they mark all work in accordance to progression towards the Learning Objective and most obvious errors.
- Focused in depth marking based on the 'two stars and a wish' format must provide constructive feedback for next steps and targets, this is solely to progress learning or address misconceptions
- All work must be acknowledged with at least a simple diagnostic comment.
- Mistakes in writing key works such as scientific terminology, days of the week, mathematical concepts must not be ignored. Errors could be addressed through supportive marking or by giving students further examples to work on in order to consolidate knowledge.
- Peer and self-marking must be acknowledged by the teacher with a question or comment.
- As it is ideal that work is marked daily, however, at times, this is not always possible. It is not **acceptable to be more than two pieces behind in marking.**
- All exercise books to be marked and sent home over the weekend.

Handwriting and presentation

- Students to be encouraged to follow the Work Presentation Policy.
- In case work does not meet standards, students will be asked to resubmit in correct format.
- “Star presenter” based on work presentation to be appreciated each month.
- Students who require assistance with cursive handwriting to be provided with practice worksheets.
- Students with Special Education Needs, where necessary, to be provided with wider lined paper.

Monitoring and Review:

Monitoring of the Policy:

- Sampling of students’ work will be carried out by the SMT.
- The work will be reviewed in relation to the policy to assess:
- Consistency throughout the school.
- Positive and diagnostic nature of comments.
- Effects of the policy and comments on students’ work.

Policy Details	Work Presentation Policy
Version Date	November 2016