



# Presentation Policy

## March 2025

CAS-25



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	March 2025	March 2027

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### **EQUALITY IMPACT STATEMENT**

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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## Aims

To establish high expectations and pride in everything we do – both of ourselves and of the children.

To create a clear and consistent set of guidelines for the presentation of children's learning.

## Objectives for children

- To motivate each individual 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 enable children to see their own progression through their learning journeys – developing a sense of pride and boosting self esteem.

## Objectives for Staff

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

## Expectations of Staff

Staff are the most important role model for presentation and high expectations. Staff should use the resources available e.g. on the IWB – lines, grids to model good practice.

All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed and neat. In KS1 this should reflect the handwriting taught, which may be printed, using lead-ins and cursive depending on the stage the children are at. It should be in cursive style in Key Stage 2

All children's work must be marked using the agreed marking policy.

Workspaces and resources (including sharp writing pencils and colouring pencils) should be organised and clearly established so that children are able to maintain these standards independently.

Staff should share children's achievements with parents to boost self esteem and further develop a sense of pride.

Staff should ensure there is time to celebrate children's creations and learning with peers and staff.

Staff must refer to the class non-negotiables to ensure that children maintain the standards expected of them. The class non-negotiables once planned within the year group will be displayed in the classrooms.

## Expectations for Children

### Use of pencils and pens

Pencils are used by all children in all their work at the Infant School.

At the Junior School pencils should be used in all Maths books and in draft work where appropriate.



Pens should be used for written work as soon as possible from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent. This will be recognised by awarding a child a Pen License.

Pens can be fibre tip, ballpoint, or biro. Friction pens are not to be used.

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 Charles Cripps scheme is the agreed scheme for teaching handwriting in FS and KS1.

The fundamentals of handwriting for KS2 stems from The Nelson scheme; developing cursive writing.

The JointC22 programme is used across both schools to support this learning.

Children should use the right sized letters when they need to – capital letters at the start of sentences and for proper nouns.

There are specific handwriting lessons each week and handwriting is also an integral part of spelling and phonics lessons.

## Expectations across the school

- All core exercise books should be covered with sticky back plastic or a protective transparent cover.
- Standardised stickers are used on the front of exercise books showing the child's name, subject and school logo.
- No graffiti at any time on our books.
- Children to initial comments after they have read them.
- A Learning Pit response next to the objective/ date, the size of a 5p coin.
- Maintain an acceptable standard of presentation appropriate to level.
- Mistakes to be neatly crossed through with a single line, unless invited to rub it out by a member of staff.
- A different coloured pen/pencil to be used to edit work.
- White glue sticks ONLY.
- Worksheets are to be stuck into books neatly and trimmed to fit the page.
- Write ON THE LINE.

## Expectations in Maths across the school

### AT THE INFANT SCHOOL:

- Scaffolded lines are drawn into the books to help the children to set out their work correctly. Dots put into the boxes also help children to learn where to set out calculations
- Staff will prepare and stick at the top of the page the short date and learning objective for each lesson.
- One digit/symbol per box.
- A sharp HB pencil to be used.



### AT THE JUNIOR SCHOOL:

- Short date underlined when children are able to do so.
- One digit/symbol per box.
- A sharp HB pencil to be used.
- When appropriate, page to be folded to create two columns.

## Expectations in Writing across the school

### INFANT SCHOOL

- Staff will prepare and stick at the top of the page the date and learning objectives for each lesson.

### YEAR 1

- Margins in writing books after the first term in Year 1 and in Year 2.
- To write up against the margin.

### YEAR 2

- As above
- Working towards a ruler being used to draw all lines

### YEAR 3

- Work towards Pen Licence – blue or black ink can be used if licence received.
- No Tippex or ink eradicators to be used.
- Joined up handwriting to be encouraged.
- Full date and Objective to be underlined with a ruler.
- A ruler to be used to draw all lines.
- Draw a single line underneath the previous piece of work.

### YEAR 4 YEAR 5 YEAR 6 AS ABOVE PLUS:

- Learning Objective to be correctly spelt and accurately.

These developmental expectations will be maintained across the school and children will be encouraged to take pride in all they do.

## 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

A member of the Senior Leadership Team monitor presentation during phase moderation meetings, held termly. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.