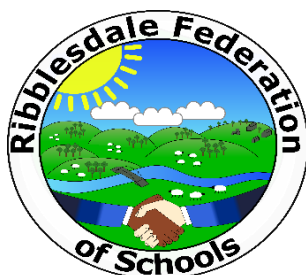


# The Ribblesdale Federation of Schools



## Presentation of Work Policy

| Document Status                |                             |                                         |                      |
|--------------------------------|-----------------------------|-----------------------------------------|----------------------|
| Date of policy creation/review | Reasons for review          | Date of adoption by the Governing Board | Date of next review  |
| June 2025                      | Previous Policy out of date | June 2025                               | Cycle A (27/28)      |
|                                |                             |                                         |                      |
|                                |                             |                                         |                      |
|                                |                             |                                         |                      |
| Signed and dated:              |                             |                                         |                      |
| Executive Headteacher          | <i>C. Maddock</i>           | Chair of Governors                      | <i>James Bradley</i> |

## **The Ribblesdale Federation of Schools**

### **Presentation of Work Policy**

#### **Introduction**

At the Ribblesdale Federation of Schools we believe that not only the content, but the way in which work is presented is important. We want children to take a pride in their work and expect all work produced by the children to be their best. Teachers set high standards of expectation and should not accept work they consider to be below the standards each child is capable of producing. Teachers should model high standards of presentation in their work on boards and when marking books.

#### **Aims and objectives**

- to enable pupils to produce work which is of a consistently high standard of presentation
- to help pupils take a pride in the work they produce
- to promote a partnership between home and school in supporting each child's learning;
- to consolidate and reinforce skills taught in handwriting lessons;
- to help children develop good work habits for the future.

#### **Presentation of written work**

- All work to be dated - either numerically or, where appropriate, in full
- Lesson objective to be written or printed on each piece of work
- Date and lesson objective to be underlined once using a ruler
- Leave one line after date/title before commencing work
- All children to write in pencil until their handwriting is of the standard required for a pen license (consistently neat, cursive script)
- Pen licenses awarded at the class teacher's recommendation with approval from the English lead team member based at that school. Children to have some opportunities to write with pen whether they have their pen license or not.
- Any errors to be crossed out neatly using one line only
- Each new piece of work to start on a new page or a line drawn beneath it, ready for the next piece
- Any work undertaken on paper should be named and dated

| Year Group | English/Science/History /Geography/RE/                                            | Art/DT/Computing/music/PSHE/                    | French                                      | Spelling journals/Active Reading |
|------------|-----------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------|----------------------------------|
| EYFS       | Typed date and LO on printed objective slip.                                      | Long date and LO to be typed on objective slip. | No recorded work                            |                                  |
| Year 1     | Typed date and LO on printed objective slip- Summer 2 to start writing long date. | Long date and LO to be typed on objective slip. | No recorded work                            |                                  |
| Year 2     | Children write long date.<br>Typed LO printed on objective slip.                  | Long date and LO to be typed on objective slip. | French date and LO typed on objective slips | Short date 00/00/00              |
| Year 3     | Children write long date.                                                         | Long date and LO to be typed on objective slip. | French date and LO typed                    | Short date 00/00/00              |

|        |                                                                  |                                                 |                                             |                     |
|--------|------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------|---------------------|
|        | Typed LO printed on objective slip.                              |                                                 | on objective slips                          |                     |
| Year 4 | Children write long date.<br>Typed LO printed on objective slip. | Long date and LO to be typed on objective slip. | French date and LO typed on objective slips | Short date 00/00/00 |
| Year 5 | Children write long date.<br>Typed LO printed on objective slip. | Long date and LO to be typed on objective slip. | French date and LO typed on objective slips | Short date 00/00/00 |
| Year 6 | Children write long date.<br>Typed LO printed on objective slip. | Long date and LO to be typed on objective slip. | French date and LO typed on objective slips | Short date 00/00/00 |

### **Presentation of maths**

*Maths has certain unique presentation requirements.*

- All work to be in pencil and a ruler to be used for lines
- Errors to be crossed out neatly using one line only
- Children use exercise with squares (appropriate to task and pupil)
- All children to write date numerically and underline with a ruler
- Lesson objective or title present on each piece of work
- Leave at least 1 square (depending on size) between question number and numbers in calculation
- Leave one line before starting next question
- Each new piece of work to start on a new page (at teacher's discretion)

### **Untidy work**

Work deemed carelessly untidy by class teacher will be completed or rewritten at teacher's discretion.

### **Recording for Other Purposes**

There are times when it is appropriate for children not to use best writing, for instance on whiteboards, jotters or in have-a-go books. Children are taught when it is appropriate to use notes and when speed of note making is more important than handwriting.

### **Books / Folders**

All children's books are neatly labeled with the school and federation template. Defacing books is not acceptable and will be managed in line with our Federation Behavior Policy.

There is a consistency of approach to books used within each phase. Individual books are used for English and maths with work sheets and other evidence trimmed to fit the page. Topic and larger art work is kept in books. All work in books must be neatly presented in chronological order.

### **Pupils with special educational needs and disabilities**

We set work for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we adapt any task set so that all children can contribute in a positive way. Children with special educational needs are expected to produce work which is their best, whilst taking into consideration the nature of their needs.

### **Monitoring and review**

It is the responsibility of the governing body to agree and then monitor the presentation of work policy. This is done by the committee of the governing body that deals with education.

### **Links**

Handwriting and English policies.

Subject non-negotiables

Behaviour policy.

### **Dissemination of the policy**

The full policy is available to parents and carers and pupils on request and is also available via the school website.