

Misterton Primary and Nursery School

Presentation Policy

2026-27



Policy updated: September 2026
To be reviewed: September 2027

Aims

- To establish high expectations by being exceptional and Taking Care 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

- 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 share this information with parents on a regular basis.

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 importable role model for presentation and high expectations! Use the resources available to you 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 joined, legible, consistently formed and neat.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- If a child is away please ensure that their book is marked with 'absent' and write the short date.

Expectations for Children

Use of pencils and pens:

- 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. Those children whose handwriting is considered neat enough to work in pen, will be awarded a 'Pen License' by the class teacher.
- Pens must be fibre tip. No ballpoint, biros or felt pens should be used.
- Handwriting pens must be black and 'polishing' pens blue.
- All underlining and drawing should be done using a sharp pencil.
- 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

All teachers should have high expectations of the presentation of work in all areas of the Curriculum. Handwriting plays an important part and is taught at least once a week. Letter formation is based on the RWI spelling program and is supported by the CCW Join-It Cursive Style 16 font which is installed on all school computers and laptops.

The teacher should demonstrate the correct letter formation and the children should practise it. The teacher should monitor the formation of the letters. As children master joining and correct formation, the focus should be on writing neatly, consistently and at a reasonable speed.

Pens should be given when a consistent style is achieved and all children should use pens from Year 3 onwards.

Handwriting intervention groups can be accessed for those children who require further support. Once children master joined handwriting, they should use it in every piece of work.

(taken from the English policy)

Expectations for Layout

- The full date is written on the top line of a new page in all books except Mathematics, when the short date may be used. The full date should include the day, date, month and year e.g. Friday 4 September 2026.
- A line should be missed then ...
- The title, which makes the learning clear for each year group should be written on the line below.
- The date and title must be underlined using a ruler and a pencil.
- Miss a line under the title and start writing at the margin.
- At the start of a new piece of work, where less than half a page has been written on, miss a line under the last piece of work, rule off with a ruler and a pencil and start on a new line. Don't leave a blank page.
- Leave one line between each paragraph.
- If you make a mistake, draw one neat line through the mistake using a ruler and pencil and start again – do not over-write.
- Write ON THE LINE. Do not write in the margin, nor in the space at the bottom of the page.
- Avoid writing from the left hand side of the book onto the right hand side, over the top of the margin on the right.
- When producing an extended piece of writing, at Key Stage Two, pupils should write on the right hand page, leaving the left hand page for editing, re-drafting and teacher comments.

Layout in Mathematics

If appropriate, pages can be divided into two with a ruled line.

- The short date eg: 15.9.26 and the title should be underlined with a sharp pencil and a ruler.
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left in a separate column.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils, learning journals/draft books.
- Pencils and pencil crayons should be kept as sharp as possible.
- Each room has “dry wipe-boards” available for all the children with lines and/or without.

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

The Senior Leadership Team will collect examples of children’s work on a termly basis to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching

Left-handed Children

Remember that left-handed children have different needs from right-handers.

It is important that left-handed children can see what they are writing. They should sit where elbows do not bump right-handers and where they are not in their own shadow. Encourage them to hold their writing tool away from the point so that their thumb does not get in the way. It also helps to use free-flowing pens that don’t smudge. Particular care should be taken with anti-clockwise letters in the letter family: c, o, d, g, q, e.

Responding to Children’s Writing

All children will come to school with some previous knowledge and experience of writing.

As well as teaching sounds and letter-formation, we also encourage children to see themselves as real writers and writing as a means of communication. We will encourage children to have a go at many different types of writing, for example, captions, stories, messages, lists and notes. We will praise children’s efforts, and perhaps focus on one thing that needs to be improved upon. This may be in connection with handwriting, spelling, or ideas. We ask that you, as parents, also praise your child’s efforts, and focus only on one particular aspect of their handwriting that needs improvement at a time.

In this way children’s confidence can be steadily built upon at the same time as their learning is being developed.