

Presentation and Work Book Policy



Holy Cross CEVA Primary School

A Whole School Policy for Presentation and Pupil Work Book Expectations 2017 and 2018

At Holy Cross we believe that neat, professional presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we are continually striving to instil this degree of professionalism in our children's' working ethos.

There are four main purposes to this policy:

- To establish an entitlement and requirement for all pupils that can be monitored and evaluated by subject leaders;
- To establish and make explicit expectations for teachers and/or support staff;
- To promote continuity and coherence across the school;
- To state the school's approaches to this aspect in order to promote public understanding of our expectations.

Policy Generation:

The aspects laid out in this policy were generated by a whole-school team of teaching staff who highlighted best-practice observed across the school. To create explicit clarity, staff focused on three key areas that need to be addressed when evaluating written work samples:

- Expectations in presentation
- How progress is shown within pupils' books
- Expectations in feedback and marking

The role of the teacher:

- To follow the school policy with rigor.
- To provide direct teaching and accurate modelling on aspects of presentation when needed.
- To provide resources and an environment which promote professionalism and good presentation.
- To observe pupils, monitor progress and determine targets for development.
(The above will be monitored and evaluated by subject leaders, phase leaders, ELT members and the school's SLT)

Minimum Expectations- as agreed by teaching staff.

(These should be clearly evident within a book scrutiny).

Presentation throughout Key Stages	How progress is shown...	Feedback and marking
<ul style="list-style-type: none"> • Absolutely no doodles or scribbles on any piece of work. • No eraser use, except in drawing. Mistakes crossed out with a pencil AND a ruler. • Use the whole line to write on and ensure children write ON the lines. • Rule off previous work if enough space to use the page underneath. • DUMMLUMS- (Date, underline, miss a line, learning, underline, miss a line, start) • By the start of summer term, or earlier if able, Year 1 children to write own learning outcome as above. 	<ul style="list-style-type: none"> • Evidence practical activities-annotated photos, children write short learning reviews, children produce reflective mind-maps of skills learned/applied. • Colour coded group work/interventions, ie, blue group work on blue paper or in a blue border • Evidence of pre/post tutoring • Pupils given time to respond to feedback (perhaps in a different pen) or verbally in a group at the start of Year 1 working towards independence ready for Year 2. <p>Please remember, showing progress isn't about pasting lots of worksheets in a child's book. Progress is often manifested through the applications of skills and consolidating skills through a range of contexts.</p>	<ul style="list-style-type: none"> • Feedback should be purposeful and not simply generalised 'well done' style comments. • Feedback and marking should be reflective of learning intentions and age related expectations. • Good feedback will cross refer skills where apt- so topic work may also contain English writing feedback, etc. • Books should include pink and green teacher feedback which will be responded to with adult support in a small group or independently by Year 2. Writer's Workshop DOES NOT REPLACE this. • By summer term of Year 2, children are starting to peer-peer assess each other's work with guidance from an adult.

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SCHOOL**



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