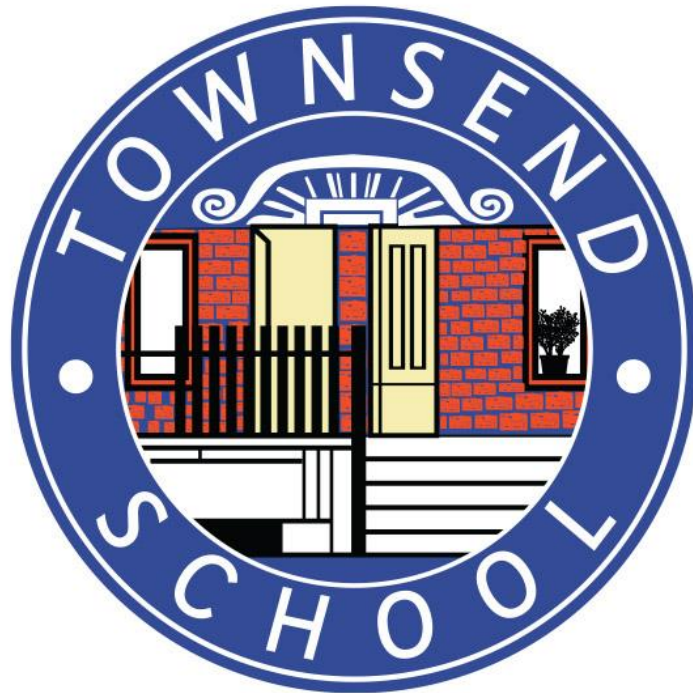


TOWNSEND PRIMARY SCHOOL

Agreed Whole School Policy

Presentation Policy



STATUS: DRAFT AGREED

Date Drafted: September 2017

Last Revision: New policy

Review Date: September 2019

Cycle: 2 Years

Agreed by Governing Body (Curr. s/c)

Filename: Presentation Policy

Signed Name Date

Presentation Policy

Rationale

- To ensure a consistent approach to presentation throughout the school and throughout the curriculum.
- To maintain the highest expectations for presentation from all children.
- To promote the children's confidence and pride in their work.
- To clarify for children their understanding of how they can make improvements in the presentation of their work.
- To model high quality presentation in the school environment.

Principles

- Children need to be made aware of the importance of high quality presentation in all the work that they produce.
- Staff need to be aware of the need to model high quality presentation in all its aspects, including in the classroom environment.
- Models of good presentation in a variety of curriculum areas should be on display in the classrooms and around the school.
- Good efforts at presentation should be treasured and praised.
- Careful presentation should become a habit which requires little effort, thereby allowing the child to concentrate more on the substance of their work.
- An improvement in the presentation of children's work should be seen over time.

Guidelines for Handwriting

Children across the school take part in daily handwriting sessions. The letters are taught according to their families and children understand the words 'ascender' and 'descender'.

- In the **Early Years Foundation Stage (EYFS)** children practise individual lower case letters in sand, paint, felt tip and other media. They form shapes in the air and they trace letters over dots. At this stage size is not as important as forming letter shapes correctly.
- They are taught to hold a pencil correctly, they are encouraged to use a sharp pencil of a reasonable length and are taught to write on lines.
- By the end of children's time in the EYFS it is expected that they will be forming all individual letters correctly and starting to use flicks, ready for cursive script.
- During **Key Stage One and Key Stage Two**, children are taught good posture, keeping a reasonable distance from their work. Books or paper are held steady with the non-writing hand.
- At the beginning of **Key Stage Two**, cursive script will be the expectation. Joining will be practised regularly in daily handwriting sessions.

- Children who have made good progress with their writing will be issued with a 'pen licence'. This needs to be agreed by the English Leader or DHT/HT. They should then use pen for all written work. The pen used should not be a biro.
- By the end of Y4 the expectation is that the majority of children will be using a pen.
- Children are also taught correct number formation. Pencil is always used for maths work. Children should write one digit in one square in their exercise book; the squares decrease in size according to the age of the children.
- All diagrams and drawings are done using a pencil.

Guidelines for Presentation

Children are encouraged to follow these guidelines throughout the school and in all areas of the curriculum. By Key Stage Two these should have become a habit for most children.

- Children use one line to cross out a mistake when using a pen or pencil.
- The MLJ sticker is stuck in at the top of a page on the left. Children then leave a line and start their work. If a worksheet is being used, teachers will normally put the MLJ format onto the worksheet. This saves sticking in a worksheet and a sticker.
- A MLJ sticker is not used in Handwriting or Spelling books. Guided reading books do not need a MLJ sticker. If a worksheet is being completed in Guided Reading (i.e. A follow up task) a MLJ can be put on it. MLJ stickers are used for all other subjects.
- Children leave one line between each paragraph to separate them.
- In KS2 Maths children will sometimes be asked to draw a column down the centre of their page to maximise working out space.
- If there is less than half a page remaining after the last piece of work, begin a new page.
- Worksheets are always presented in Sassoon Primary Infant font. They are trimmed to fit into the children's books and not folded.
- The blue sticker that is used for focus marking in Maths and English is stuck in the child's book after they have finished their work. The sticker is placed on the left so that the child can respond on the right hand side.
- Topic pages are used to separate different topics in Science, RE, History and Geography. There is a set format for Science (Appendix 1) and a different format for RE, History, Geography, Art and DT. (Appendix 3). Children also complete an end of topic sheet demonstrating what they have learnt (Science - Appendix 3 and RE, History, Geography, Art and DT – Appendix 4)
- The school uses a set format for Assess and Review lessons. In KS1 a photograph is taken and stuck into the children's books. A sticker is placed above this titled 'Assess and Review' with a date. In KS2, a sheet is stuck into the children's books titled 'Assess and Review'. No sticker is required.
- Short date in children's books (e.g 17.9.17). This is used for Spelling, Handwriting and Maths only.
- Long date in children's books (Monday 18th September 2017). This is used for all other subjects.

Year 5 – Forces

We are learning to:

1. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
2. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
3. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

I already know...

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What I would like to know about Forces...

Keywords **Year 5 Forces**

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Year 5 – Forces

1. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

I found out that

2. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

I found out that

3. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

I found out that

I also found out that

Topic title

Insert a picture related to the topic

What I already know

●

●

What I want to find out

●

●

●

●

●

Topic title

Insert a picture related to the topic

I found out that

●

●

●

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