



PRESENTATION OF WORK POLICY

Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.

'...let your light shine before others, that they may see your good deeds and glorify your father in heaven.' *Matthew 5:16*

'I thank you because I am awesomely made...' *Psalms 139:14*

'...I come that they may have life and have it to the full.' *John 10:10*

The school's motto aims to encompass all of this:

'Be Awesome! Shine Bright!'

Philosophy

We believe that children should present their work to the highest possible level of their capability. Learning to complete school exercises in an orderly, legible manner is part of every child's preparation for the world of work. The presentation of a child's work reflects that child's perception of an adult's expectation; therefore, we must set high standards. This policy demonstrates the expectations for the school, with due allowance for the age and stage of the children.

Intent

We will encourage the children to:

- Set out the headings of their work in a discernible pattern;
- Use the correct script writing;
- Think about the general appearance of a book/worksheet;
- Take pride in their work.

Implementation

SETTING OUT OF WORK

- Y3-Y6 follow 'DUMTUMS'.

D ate
U underline
M iss a line
T itle (learning objective)
U nderline
M iss a line
S tart work

This is kept to the top left of a piece of work.

- In Y1 & Y2, DUMTUMS is modelled by the adults.
- In Reception, those working within the 'exceeding' judgement will be expected to begin to control letter size, write on lines and have expectations modelled by the adults working in the classroom.
- In Y1-Y6, a word form of the date should be used for English work.
- A numerical date should always be used for mathematics from Year 2.
- When working on paper, children write their names on the top left of the page.
- If the headings have been wrongly set out, in most cases an adult should rule off and the child must begin again underneath.

General layout

- In Years 3-6, if working in two columns, children should fold the page, adding a ruled line to emphasise the fold if necessary.
- Question numbers should be put in a circle.
- In English and Maths, the objective is the title.
- A fresh page is used for each new piece of work.
- In KS1, children are 'encouraged' to use 1 digit/symbol/character per square.
- In KS2, children are 'expected' to use 1 digit/symbol/character per square.

Presentation of Worksheets

- When worksheets are used they must be folded in half neatly and then stuck into books on a clean page, portrait onto portrait page

Use of pencil/pen

- If children have been awarded a pen licence, the teacher will state when this pen can be used and for which pieces of work.
- Pen MUST NOT be used for maths work.
- Children must use their purple pens to edit their work and respond to feedback.
- When labelling diagrams, lines must be drawn with pencil; labelling can be done in pen.
- The only pens used for writing are purple pens (provided) for editing and responding to feedback and handwriting pens (provided) as and when licences are awarded.

Correcting errors

- As a general rule, children should not use rubbers independently.
- Written errors should be crossed out with one strikethrough, using a ruler when able to do so (Year 2 upwards).
- Erasing work can be done in conjunction with the teacher or teaching assistant, where discussion must take place to understand reasons/justify the erasing.

- Erasing work will happen minimally; children must learn that it is acceptable to make mistakes and that the teacher needs to see these to understand the child's misconception.

SANCTIONS FOR POOR WORK

- Poor work may be scruffy or crumpled. It may be inappropriate if the child has not taken due account of instructions. It may be unfinished through lack of effort or reflect the fact that an individual has underachieved. Work may also be incomplete as a result of inappropriate behaviour.
- In all these cases, the sanction is that the child will redo/complete the work (this may include during recreation time). The amount expected and the time allowed is to be reflected in the age and stage of the child.
- A behaviour letter must be written in partnership with the child to demonstrate high expectations.
- In Years 3-6, if presentation standards are not improved and continually repeated, the child must take their work to show the Headteacher, where sanctions will be given.
- In Key Stage 1, if presentation standards are not improved and continually repeated, the child must take their work to show the Key Stage leader, where sanctions will be given.

Inclusion

Whilst expectations will always remain high, these will be relative to the age and individual make-up of the child. No child will be discriminated against due to any disadvantage (such as a learning difficulty/SEND).

This policy was reviewed in March 2022

