



**St Mary Magdalene C of E Primary School**

Headteacher: Mrs S Pearson

# **Presentation Policy**

**May 2026**

<b>Policy:</b>	Presentation Policy
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## Statement of intent

St Mary Magdalene C of E Primary School believes that developing strong presentation skills is essential for progressing across the curriculum and preparing for adult life. All teachers have a responsibility to ensure children take pride in their work and deliver the curriculum outcomes to a high standard of presentation.

## Presentation Policy

### Aims

The purpose of this policy is to ensure that a consistent approach to presentation is developed across all year groups at St Mary's. Children will all have an understanding and awareness of the ambitious standards expected of them and understand that this will apply to whatever teacher is taking the class and whatever subject they are receiving. It will ensure that our ambitious curriculum is matched with ambitious and high levels of presentation. It will ensure that all staff engender in all children, a sense of pride in how their work should look. This policy aims to establish a clear and consistent set of guidelines for the presentation of children's learning in all subjects.

### Our Vision and Values

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

#### Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In RE, love impels us to consider Christian perspectives on life, such as:

- putting others' needs above our own;
- acting with humility and without entitlement;
- Supporting those experiencing suffering and sadness – in our community and beyond.

***At St Mary Magdalene, we empower love for learning by supporting children's interests and embedding this within all areas of the curriculum.***

*"Let all that you do be done in love." (1 Corinthians 16:14)*

#### Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

***At St Mary Magdalene, children encounter many new experiences and opportunities; at St Mary's, we encourage and promote taking risks and celebrate alongside our children when they reach their goals.***

*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)*

## Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

*“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)*

## Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others’ expectations; and
- forgive others for their indiscretions.

*“If your brother sins, rebuke him, and if he repents, forgive him.” (Luke 17:3)*

## Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

*“And you will know the truth, and the truth will set you free.” (John 8:32)*

This policy has due regard to the most recent version of the following school policies:

- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy
- St Mary’s (2023) ‘Writing Assessment Framework’ and ‘Reading Assessment Framework’
- Homework Policy

## **Roles and responsibilities**

### **Expectations for Teaching Staff:**

- Create consistent standards of presentation across school.
- Be a role model of ambitious presentation in all modelling.
- All handwriting on display to children (flip chart paper, working walls, writing within children's books) should be legible, consistently formed (in line with our handwriting policy), and neat. Writing modelled in EYFS and Year 1 should not be joined, writing from Year 2 onward should be joined using the correct joins.
- All work that is typed should use Sassoon Primary Font.
- Work that is to be stuck in books should be trimmed to size, cut and stuck in a straight line. Any planning sheets used should be stuck in books.
- If a child is absent, their book should be marked with an 'absent' and the short date recorded.
- Celebrate high standards of presentation by adding them to display frames and showcasing at Celebration Assembly, through Facebook posts and Friday morning 'book looks' to parents.

### **Expectations for Children:**

#### **Use of pens and pencils:**

- Pencils must be used across EYFS, KS1 and Year 3 for all subjects.
- Pencils must be used in all maths books.
- All drawings should be in pencil.
- In Year 4, children will write in pencil, until the teacher makes the professional judgement that they are ready for a pen.
- Children should write in a fibre tip, black handwriting pen. No ball point or biro pens to be used. When responding to feedback, children from Year 4 onwards should use a fibre tip, green handwriting pen.
- Felt tip pens will not be used in any books.

#### **Errors:**

- One single line, using a ruler, should be used to cross out mistakes. Rubbers are only to be used to correct drawings (e.g. tables, diagrams).

#### **Handwriting:**

- Letter formation and number formation should be corrected in the moment.
- See handwriting policy and letter style.

#### **All books:**

- No doodling or graffiti allowed on books – this should be dealt with in line with the behaviour policy and necessary consequences put in place.
- All subject books to be covered in the subject's front cover.
- Language acquisition books, spelling and handwriting books to be labelled with St Mary's sticker template.
- Any doodling on a name label will be covered over in a new label immediately.
- Any book covers torn and tatty, to be replaced immediately.
- Colouring pencils to be used for any colouring, outline should be in pencil.
- All sheets must be trimmed to size and stuck inside books neatly.
- All writing and letters to sit on the line.

#### **Layout:**

- Writing should take place on the right-hand page. Any word banks, planning formats etc to be stuck on the left-hand page.
- In Key Stage 2, the long date should be written on the right-hand page, second line down. This should be underlined with a ruler. Key Stage 1 should have the short date written in by the class teacher.

- In Key Stage 2, a title or learning intention will be recorded underneath the date. This is also to be underlined with a ruler. In Key Stage 1, the teacher should record the code of the learning intention in the margin.
- A line should be left between each paragraph.
- Where a piece of work has been continued, the short date should be written in the margin.
- Do not write in the margin unless writing the short date or numbering a question.
- Mistakes should have a neat line drawn through them using a ruler.

### **Subject Specific Expectations:**

#### **English and Wider Curriculum:**

- Writing should take place on the right-hand side. The left hand side should be left for success criteria, word banks, WCF, planning formats etc.
- Each page should be filled before turning to a new page. Children should continue to write on the right-hand side once turning the page.
- Each piece of writing must start from the margin.
- Each piece of work must be dated with the long date to begin a piece of work and the short date in the margin for any continuation.
- The date, LI and title should be underlined neatly using a sharp pencil or pen, and a ruler.
- Children will use the school black handwriting pen once they have been provided with one in Year 4.
- Double page spreads can be used for certain outcomes in wider curriculum. Pencil should be used for any layout or design elements. Children should produce a draft of their layout on plain paper before committing it to their book.

#### **Language Acquisition:**

- Short date written at the top of the page and underlined with a ruler.
- Focus word recorded underneath with word class written in brackets.
- A line to be missed before writing the meaning of the word as a full sentence.
- A line to be missed before children write their own example sentence.
- A line to be missed with synonym written with a colon, then the synonyms listed with a comma separating items in the list.
- A line to be missed with antonym written with a colon, then the antonyms listed with a comma separating items in the list.
- An image or symbol drawn in pencil at the bottom of the page to represent the word.
- A new page to be started for each new Language Acquisition word.

#### **Maths:**

- Challenges should be stuck on the left-hand page. Working out to be recorded on the right-hand page using the squares to set out their numbers and calculations.
- The short date and LI code should be written on the top of the right-hand page. This should be recorded as six digits (e.g. 05.05.26). These should be underlined with a ruler.
- All recording to be in pencil. No rubbing out allowed children to put a neat line through any mistakes with a ruler.
- All lines must be drawn with a ruler, this includes answer lines for vertical calculations, tables, graphs, shapes etc.
- Any corrections need to be written out again as a new calculation, rather than being altered on the original calculation.
- Answers to questions should be clearly numbered with a bracket e.g. 1)
- Each digit should be written in a separate box to assist with understanding of place value; the exception to this is when writing and recording fractions.

**Marking and Feedback Expectations:**

- Feedback comments provided to the children will be presented neatly and follow our handwriting style. Comments must be legible and make sense to the child. See Marking and Feedback policy for further guidance.
- Comments will be written in blue pen, pink highlighter used to identify successes against the learning intentions and blue highlighter used to address any missed non-negotiables.
- Where handwriting does not meet this expectation, sections of this work must be re-written.

**Classroom Organisation:**

- All tables to have easy access to writing equipment – pens, pencils and rulers.
- Children should have their own labelled handwriting pen in black.
- All pencils should be sharpened and well-cared for.
- Whiteboard pens should be of the same thickness as handwriting pens
- When publishing pieces of writing, this should be done on plain paper with a line guard attached underneath with two paperclips.

**Adaptations:**

- Adaptive writing resources should be easily available for specific children, such as grips for pencils, different size and grade of pencil, writing slants etc. These should be discussed with the SENCO.
- Provision should be made for left-handed writers. See Handwriting Guidance and Policy for further information.

**Expectations for Subject Leaders:**

- All Quality Assurance activities undertaken by subject leaders to ensure that this policy is adhered to consistently across their subject and school.