

Presentation

Consistency of approach is at the heart of effective, high quality teaching and learning. The following are not guidelines but rather expectations which are monitored for consistency through book scrutiny sessions and observations.

High quality should never be sacrificed in pursuit of quantity. Children should be taught the skills and techniques of good presentation.

- Titles should be neatly written and underlined
- KS1 to use printed labels for titles / learning intentions
- Long date in literacy books; short date in maths books from Year 3 onwards
- Children's books should be labelled neatly by the teacher
- Children to write on right side of page in literacy and maths books
- Left side of page for developments, corrections, modelling by teacher and pupil response/ dialogue
- Handwriting to be as neat as the child can produce with real effort (appropriate to the task eg note taking does not have to be in 'best writing' but must be legible to child)
- Spellings should be corrected by the child where appropriate
- Topic book covers – well produced: interesting, stimulating and effective
- Illustrations should be carefully drawn and labelled
- Line guides to be used for topic work written on plain paper with bordered topic decoration (see literacy guidelines)
- All worksheets relevant to blocks of work to be stuck into books (All paper should be trimmed to fit into books)
- All maths to be completed in pencil
- Pens can be used for literacy when teacher feels it is appropriate for the child
- Rulers must be used to draw straight lines
- Children should correct mistakes either using a soft eraser or one neat line
- Children should not use tippex; the teacher may.
- Children must not doodle on any books.
- Within Key Stage 2 days of the week, months of the year, titles of work and words copied from a text should always be spelt correctly
- Purple pen for directed editing; blue pen or pencil for child decisions

