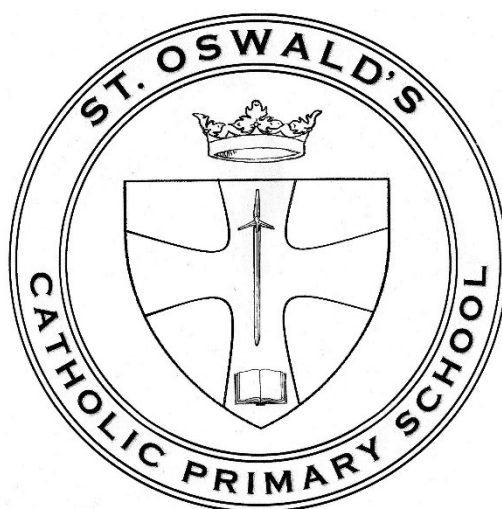


St Oswald's Catholic Primary School



Presentation Policy 2026-2029

Approved by:	Approval date	Renewal date
Full Governors	10 th September 2026	Autumn 2029

This Presentation Policy is set within the context of the whole school aims and mission statement:



*Together with Jesus,
We will Learn and Grow in Faith*

Rationale

At St. Oswald's Catholic Primary School, we believe that presentation is an important aspect of effective learning and communication. High standards of presentation help pupils organise their thinking, communicate their ideas clearly and take pride in their work. Presentation expectations support pupils in developing positive learning behaviours, independence, attention to detail and self-regulation.

Consistent approaches across the school reduce cognitive load by enabling pupils to focus on learning rather than different recording expectations between classes and subjects. Expectations are taught explicitly, modelled by adults and developed progressively from the Early Years Foundation Stage to Year 6.

Expectations will be adapted appropriately to meet the needs of individual pupils, including those with SEND, while maintaining high aspirations for all.

Aims

The aims of this policy are to:

- Promote pride, ownership and responsibility for learning.
- Develop pupils' ability to communicate ideas clearly and effectively.
- Establish consistent presentation expectations across the school.
- Support the development of fluent handwriting and recording skills.
- Create classroom routines that enable pupils to focus on learning.
- Foster independence and self-regulation.
- Ensure presentation expectations are progressive and age-appropriate.
- Support inclusion through reasonable adjustments where necessary.
- Enable pupils to produce work that reflects their best efforts and the ambition of the curriculum.

Expectations for Teaching staff

We are the most important role model for presentation and high expectations. Use the resources available to you eg. on the IWB – lines, grids to model good practice.

- Teach presentation expectations directly, model examples and revisit expectations regularly.
- Handwriting should be modelled and displayed in accordance with our school Handwriting Policy
- Children should be encouraged to maintain a high standard of presentation at all times.
- Children should all be aware of the standards expected of them and know that this will apply, whoever is taking the class.
- Book labels must be printed, with the child's first name, class and the subject on. First name and initial if there is more than one child with the same name.
- All worksheets must be trimmed to size so that all wording at the top and bottom of the sheet is removed eg name of publisher (Twinkl) and can be glued in the book with no parts hanging over the page. Worksheets to be stuck inside books neatly and straight – no loose sheets allowed or sheets folded over.

- All children's work must be marked using the agreed Marking and Feedback policy

Whole school expectations for Pens and Pencils

- Pencils should be used in all Maths books.
- Blue pens should be used for all written work as soon as possible from Year 4 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat, fluent and cursive. Children will be awarded pen licences from year 4 upwards. See Handwriting Policy
- Pupils should be discouraged from writing with a blunt pencil.
- Felt pens and gel pens should not be used in exercise books.
- Children are not to use tippex to correct their work.
- A rubber is to be used only for a small error. If it is a bigger mistake, draw one neat line through the mistake with a ruler and a pencil and start again.
- When writing in pen, if a mistake is made, a single line should be drawn through the word with a pencil and a ruler and the correct word written alongside.
- Purple pencils and purple pens (from Y4) will be used by children for editing, self and peer marking.

Whole school expectations for Layout

- Each piece of work must be dated on the left-hand side against the margin. Children must write the date on the second line on the page and underline with a pencil and a ruler. As a model for this the teacher should write the date on the board eg. *Tuesday 13th April*
- A short, numerical date will always be used in maths eg. 13. 04. 26
- All pieces of work, from Y1 upwards, will have a WALT: This will be written on the line underneath the date and next to the margin.
- It may be appropriate for an adult to write the date and WALT into the child's book or to place in a sticker.
- A line will be missed out after the WALT when starting the piece of work.
- Each new piece of work will begin on a new page.
- Question numbers are to be written in the margin, (if there is a margin in the book) followed by a full stop eg 1. Do not write in the margin unless numbering questions.
- Doodles or drawings on the front cover of exercise books, in margins etc are not acceptable and will be addressed with the child at the earliest point. Any doodling on a name label will be covered over in a new label immediately.
- If care has not been taken, the child will be asked to do the work again in their own time

Specific Subjects

Whole school expectations for Maths

- Maths work is to be recorded in pencil – sharp pencil will be encouraged.
- The date will be written in all maths workbooks using the short date e.g., 23.05.26
- ALL lines must be drawn with a ruler; this includes answer lines for vertical calculations, tables, graphs, shapes, etc.
- Each digit should be written in a separate box to assist with understanding of place value
- 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.
- All fractions, shapes or shading that is required in workbooks should be carried out with a coloured pencil, not their written pencil.
- Margins should not be drawn in maths books.

All other subjects

- Rulers must be used for any diagrams that need straight sides represented.
- All diagrams and lines to label parts must be drawn in pencil but written labels can be written in ink if appropriate.
- Any tables are drawn using a pencil and ruler.
- Any colouring directly into books should be done using colouring pencils.

Inclusion and Reasonable Adjustments

At St. Oswald's, we are committed to maintaining high expectations for all pupils while recognising that children learn and record their learning in different ways. Presentation expectations should support learning and communication rather than act as a barrier to participation or achievement. We acknowledge that some pupils, including those with Special Educational Needs and Disabilities (SEND), may experience difficulties with fine motor skills, handwriting, visual processing, organisation, attention, working memory or other aspects of recording their work. Where appropriate, reasonable adjustments will be made to ensure that pupils can access the curriculum successfully and demonstrate their knowledge, skills and understanding.

Adjustments may include, but are not limited to, the use of adapted writing tools, pencil grips, sloping boards, larger-lined or coloured paper, overlays, writing frames, visual prompts, scaffolded templates, reduced copying from the board, additional time for recording tasks, adult support, alternative methods of recording, or the use of assistive technology such as laptops, tablets or speech-to-text software. Decisions regarding adaptations will be informed by individual needs and, where appropriate, identified within provision plans, Education, Health and Care Plans (EHCPs) or advice from external professionals.

Teachers will ensure that presentation expectations remain ambitious and appropriate for each pupil's stage of development. Adaptations will not lower expectations for learning but will enable pupils to access learning and communicate their understanding effectively. Staff will take care to ensure that feedback on presentation is constructive, proportionate and sensitive to individual needs, recognising effort, progress and improvement over time. Through a flexible and inclusive approach, we aim to enable every pupil to experience success, develop confidence and independence, and take pride in their work.

Monitoring

The Senior Leadership Team will look at examples of children's work on a regular basis to ensure that the policy is being implemented consistently. Presentation will then be monitored as part of our regular monitoring and evaluation schedule.

Implementation

The implementation of this policy is the responsibility of all teaching staff. This policy links closely with the Handwriting Policy, Feedback and Marking policy, and presentation guidelines that are given in other subject policies.

Policy to be reviewed Summer Term 2029

S. McBrien June 2026