

Chuter Ede Primary School



~Presentation Policy ~

Autumn 2024

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

Written by	Helen Adwick
Date for Review	Autumn 2025

Contents:

- Aims
- Teaching and Learning (How the subject is taught across the Key Stages)
- Resources
- Equal Opportunities
- Roles and Responsibilities
- Health and Safety
- Monitoring and Evaluation



AIMS

- To ensure that quality work is produced by children at all ages and abilities
- To enable children to have success, resulting in better self-esteem
- To produce consistency of approach and standards, no matter who the teacher is or at which age
- To inform parents of what is expected from their child and support the school in ensuring their child achieves, as far as possible, the required standards

TEACHING AND LEARNING

Guidelines

The following agreed procedures for the presentation of children's work should be implemented by all staff:

Work in KS2 to be set out with date in the left hand corner underlined

Title underlined

Long date for English, short date for Maths

All work should conform to the agreed Handwriting Policy including staff's

Handwriting must be taught following our policy, consistently sized, joined and started at the margin.

Where a child has missed a lesson, the reason should be recorded

All marking should follow the agreed Marking Policy

Where pupils have developed accurate letter formation and been awarded their pen licence, they should use a blue pen for all written work apart from drawings in maths.

Each year, children have to earn their pen licence.

Pen used in maths once handwriting has been awarded

One line should be drawn through any mistake

Diagrams drawn in pencil

High expectations in ALL books

Rule off after each piece of work where appropriate- don't start a new page

Work in KS 1 as above as well as...

Stick headers in straight

Ascenders and descenders evident in writing

Use joined writing once taught the join

Desirable Outcomes

There will be an improvement in children's learning

Children will become more self-confident and develop greater self-esteem

Children will become more involved in their own learning and assessment and will develop a greater awareness of what is expected of them

Parents will develop a greater understanding of the school's philosophy of the purposes of presentation and of its usefulness in terms of children's achievement and progress.

There will be consistency in presentation across year groups, between years and across the key stages.



EQUAL OPPORTUNITIES

All children will have equal opportunities to participate in all activities. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all. Here are some examples:

Equal Opportunities	Differentiation	Gifted and Talented
-We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background -We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability -We deal with such issues clearly and sensitively when they arise and follow related policies accordingly	-The use of appropriate vocabulary at varying levels of difficulty during lessons -Providing resources and support in the way that enables all children to access the learning e.g. buff paper, pre-teaching, focus groups -Different levels of written or oral questions for pupils investigating photographic or other visual material -Careful use of support for pupils with English as an additional language	-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, and suggest solutions or explanations. -Greater independence in working, e.g. a pupil to be able to carry out their own enquiry

ROLES AND RESPONSIBILITIES

The **Co-ordinator** is responsible for:

- Being an ambassador, enthusiast and promoter of their subject
- Developing and reviewing the curriculum overview
- Developing and reviewing the subject specific skills and vocabulary lists for each year group
- Acting as the subject specialist within the school to provide consultation on curriculum development, classroom teaching and updating staff on subject developments
- Working with the SLT to monitor the subject: informal monitoring to ensure consistent application of the subject policy and curriculum overview; collecting pupil voice; and addressing teachers' needs.
- Managing the provision and deployment of resources
- Creating and reviewing a subject action-plan
- Reviewing and updating the policy periodically and ensuring that it is successfully implemented throughout the school

The **class teacher** is responsible for:

- Planning lessons which enable the children to SMILE and follow the curriculum overview
- Feedback and assessment
- Following the relevant policies

The **Head teacher** is responsible for:

- Ensuring equality of access for all staff and pupils
- Meeting the statutory requirements for the subject
- Ensuring relevant policies are in place, followed and reviewed
- Providing opportunities for the subject co-ordinator to fulfil their responsibilities



HEALTH AND SAFETY

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to appropriate risk assessments.

MONITORING AND EVALUATION

Marking and Feedback: Teachers will follow the *Marking and Feedback Policy*. Feedback will focus on the skills and knowledge of the lesson and when appropriate will make links to the English curriculum.

Informal monitoring: During Department Meetings, teachers will have the opportunity to share practice and evidence will be collected by the subject co-ordinator. 'Learning walks' and pupil voice will also allow the subject co-ordinator to assess the quality of provision. When available, books will be taken to the family of schools for moderation.

Evaluation: The subject co-ordinator will discuss any finding or developments to SLT and staff to progress the subject and ensure pupils are receiving the highest quality of education. They will update the action plan to reflect any findings.