POLICY DOCUMENT

Presentation Policy

Princess May Primary School's expectations for the presentation of pupils' work — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	
Date approved	4 September 2026
Next review due by	October 2027
Related policies	Behaviour Policy; Learning Environment Policy; SEND Policy and SEND Information Report
Aligned to	The school's values framework and strategic priorities; agreed by the Teacher Workload Committee

1. Our commitment and strategic priorities

Consistently high standards of presentation support our wider commitment to staff and our strategic priorities as a school.

Our commitment to staff

- Foster and develop the highest standards of teaching through high-quality professional development.
- Nurture and secure leadership talent to lead the future.
- Recognise and reward the commitment of all staff.
- Create and maintain a mutually supportive, collaborative and caring environment for all.
- Establish wellbeing and health as essential contributions to effectiveness at work.

Our strategic priorities

- Enrich the curriculum to maximise opportunities for children to develop their talents and interests.
- Create a culture of care and stimulate curiosity; build an environment of independence and collaboration for all pupils.
- Use high-quality and innovative approaches to teaching to promote progress and engagement.
- Enhance teaching and learning through ongoing professional development and continuous support.
- Build strong and flexible leadership structures.
- Ensure that every child learns to read.

2. Purpose

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school, which all children and staff recognise, understand and follow. It is used alongside individual guidance for each class, which sets out expectations and progression throughout the school. Children should take pride in their work and books. Children's books are the single most important piece of evidence of progress, standards and attainment, and teachers should ensure their practice reflects this.

3. Application

These expectations are intended to apply to the vast majority of children in our school. Occasionally, a decision will need to be made to personalise presentation expectations for a child with specific needs, where these expectations could otherwise be a barrier to their progress — for example, a child with physical difficulties writing.

4. Making it a reality

Staff will ensure that presentation of work is actively taught, as it will not ‘just happen’. It should be a main focus at the start of each academic year, term and individual lesson, with periodic relaunches throughout the year. Weekly book looks should take account of presentation, with Heads of Year providing feedback and modelling good practice. Every lesson must begin with the presentation expectations slide, to remind pupils of the school's expectations.

Where possible, all staff should ensure that presentation is celebrated through:

- displaying work with a high standard of presentation;
- celebrating work with a high standard of presentation in whole-class situations;
- ensuring good presentation is rewarded in line with the whole-school Behaviour Policy; and

- sharing good work in assemblies.

5. General rules for presentation

- All drawings and diagrams should be in pencil.
- Felt pens are not used in exercise books.
- Gel pens should not be used in exercise books.
- Coloured pens are only used by children for specific reasons, for example blue pen for marking responses.
- Pencil crayons should be used in exercise books.
- A single line is used to cross out mistakes, although crossing out in general should be avoided, with children taught to ‘think before they write’ — children and teachers should take pride in their books.
- Rubbers should only be used in extreme circumstances – teachers keep hold of rubbers.
- No writing on the covers or inside covers of books.
- No doodling on pages in books or on covers.
- Tippex and correction pens are not to be used.
- Where pens are used by children, these should be handwriting pens — no biros or similar.
- The ‘long’ date is written on the top line of each page, except in maths, where the ‘short’ date is written on the left.
- In maths, one number is written per square, including the date.
- In maths, three squared margins are drawn with a ruler and pencil.
- Only pencil is ever used in maths.
- Blue pen responses from children should be neat, with regular reminders given by class teachers before responses begin.

6. Starting new work

Children should be taught where to begin a new piece of work. As a general rule, children start a new page each time they begin a new piece of work. Dates and learning objectives are underlined in KS2 using a ruler. In KS1, the class teacher decides whether this part of the policy is implemented, though high standards are expected across the school, and presentation should be actively taught throughout.

7. Monitoring

Presentation is monitored by the Senior Leadership Team on a weekly basis, through:

- weekly book looks;
- work scrutiny;
- learning walks;
- lesson observations;
- pupil interviews;
- deep dives; and
- subject monitoring.

This policy is reviewed annually and approved by the Headteacher and governing board.

8. Support

A presentation online portfolio is available for staff to use as a model of best practice, held on the staff shared drive at Teachershared/presentation. This policy has been agreed by the Teacher Workload Committee.

9. Links with other policies

- Behaviour Policy;
- Learning Environment Policy; and
- SEND Policy and SEND Information Report.