

FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND PINVIN C OF E FIRST SCHOOL



POLICY ON PRESENTATION FOR CONDUCT AND POSITIVE LEARNING

TL10

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Chair of Governors signature.....

Headteachers signature.....

## Presentation and Conduct for Positive Learning Policy Statement

### Overview

This policy statement is aligned directly to the six core policies that underpin the operational work of the school and should therefore be read alongside them. These policies are: **The Curriculum Policy, The Mastery Teaching, Learning and Assessment Policy, the Performance Measures Policy, the Marking and Feedback Policy, the Positive Behaviour Policy and the Homework Policy.** These policies are central to the Federation and its work and this policy statement sits alongside these. As a Church of England School, we understand the importance of Christian Respect in the context of presentation and conduct. 'To respect everyone, believers must be conscious that God has created all people in His image, regardless of whether they believe in Christ'

### Rationale

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. We believe the quality in the presentation of work and ones conduct will have a direct impact on improving skills, motivation and self-esteem. Presentation of work is an important aspect of children's learning. We value the work that pupils complete and we appreciate the effort that pupils put into improving their work through the utilisation of teacher and peer assessment and feedback. We want to recognise these endeavours and feel that the pupil's work should be an integral part of the displays within the learning environment. Alongside this, we view conduct behaviour and presentation, and the pride children take in the manner in which they present and conduct themselves, as fundamental in the promotion of positive learning outcomes. However, this ethos is not restricted to pupils; we, at the Pinvin Federation, believe that this should also be true of all members of the school community, and should be a reciprocal process, thus fostering a positive impact on relationships within school and subsequent learning outcomes.

### Aims:

- *To have an agreed standard of expectation for all pupils.*
- *To ensure all pupils take pride in their work through high expectations of handwriting and presentation.*
- *To have a consistent and progressive approach across the Federation to the setting out of work.*
- *To set clear guidelines for the presentation of each piece of work - with different specifications for different subject areas.*
- *To have clear expectations surrounding the presentation and celebration of pupil work.*
- *To set clear expectations about the manner in which all stakeholders present and conduct themselves in and around school.*

### Application and Inclusivity through Personalisation

The expectations of presentation of written work and conduct presentation are intended to apply to the vast majority of the children in our school. Occasionally, a decision will need to be made to personalise the presentation expectations for a child who has specific needs where such expectations could be a barrier to their progress (e.g. a child with physical difficulties in the act of writing). In such cases, the Inclusion team will work with the class teacher in establishing a supportive, yet developmental approach to presentation. Such adaptations may also be made in the approach to positive positioning/ sitting for effective learning. Where children have specific physical needs (i.e. dyspraxia), the Inclusion team will offer suggestions in relation to equipment and resources to support pupils. Children are also expected to comply with the school uniform code and we will endeavour to encourage and support families in doing so.

### **Positive Presentation in Action**

Because we believe that positive presentation is central to positive learning outcomes, staff will actively teach strategies to achieve. It should be a main focus at the start of each academic year and will be referred to throughout the year.

### **Handwriting**

Correct letter formation, using an un-joined cursive handwriting script, will be taught from Early Years Foundation Stage. A joined cursive font will be an expectation early in Key Stage One, taught alongside phonics and letter and sound patterns. Pupils will receive daily handwriting sessions throughout Reception, Key Stage One and lower Key Stage Two, with the ongoing aim to develop increased speed and fluency. Pupils who enter upper Key Stage Two without a legible style may receive more focused interventions.

Staff will not follow a set handwriting programme, although, as a Federation, we do base our practice on the Collins Primary Focus resource. We will deliver through contextualised grammar activities which support daily literacy themes and units. Where pupils have not been taught the joined script from EYFS, they will be immersed in the style and, where appropriate, staff will encourage the use of the cursive style through a more personalised approach.

All typed resources, work on interactive whiteboards, flip charts and display should use the agreed cursive font throughout the school. Adults' handwriting, which is displayed to the children, should be legible, joined, consistently formed and neat. Marking and Feedback should be in line with the Federation Marking and Feedback policy, and should be completed using a cursive and neat script. This is especially important when assessing Cold and Hot/ Pre and Post tasks, where the expectation on pupils is that they produce their very best presentation as well as demonstrating their very best subject knowledge and understanding. All staff at Pinvin CE First School and St Nicholas CE Middle School are expected to join their handwriting for all work conducted on the Interactive Whiteboard, whiteboards and/or flipcharts.

## **Fundamental Expectations of Learning and Conduct Presentation**

### **Conduct Presentation**

- All pupils will wear all school uniforms as outlined in the school handbook. Shirts will be tucked in and ties worn to the stipulated length. Repeated failure to comply with the guidelines will result in sanctions in line with the Positive Behaviour Policy as not meeting expected expectations.
- Staff will dress in an appropriate manner for the school environment and will wear their personalised, staff security lanyard/name badge on a daily basis for means of identification and to ensure compliance following a review of onsite security in December 2014.
- All Federation staff and pupils will present themselves in a positive fashion - focusing on the manner in which they speak to each other and the development of ongoing, positive relationships. Positive conduct behaviour, in a two-way process, will promote effective teaching and learning.
- Good manners will be demonstrated at all times by all members of the school community. Display of such manners will be recognised and consistent displays may be rewarded through the termly Jenny Robinson Memorial Award. In a similar manner, examples of positive Christian values will be recognised and may be rewarded through the Gary Robinson Citizenship award at St. Nicholas CE Middle School and the Class Christian Values Cups at Pinvin CE First School.
- Each school day will start with a period of calm and reflection - this may be in the form of a stilling, an image to reflect upon or some calming music. This will ensure a positive and calm start to a productive day of learning. Prayers will also be said before lunch in each school to prepare for a communal sharing of food.
- All pupils will stand quietly and patiently behind their chairs when waiting for a teacher. This will ensure that all staff and pupils are in a positive and relaxed mindset to commence learning.
- All members of the school will walk on the left-hand side of corridors to ensure all stakeholders have a safe passage around school, especially during peak times such as lesson changeovers. This, again, will ensure a positive start to each lesson.
- Pupils will be active learners at all times. They will demonstrate positive learning behaviours throughout every lesson. The most basic of these will be the expectation as to how pupils sit in class. They will sit on their chair properly with their back touching the back of the chair and their feet on the ground. They should pay conscious effort on sound posture and will adjust their body position accordingly to face the point of teaching.

### **Presentation for Learning**

- The manner in which the learning environment is maintained is fundamental in promoting positive learning and, as such, holds high importance in the Federation. Staff and pupils will work together to ensure shared areas are kept tidy and free of obstacles.
- Staff will ensure displays within classrooms and shared areas are current and support learning. Working Walls within classrooms should be organic and up-to-date - they may not be perfectly presented, but should be used within the teaching and learning process to scaffold and support

daily learning. More permanent thematic displays or displays which showcase outstanding work should be presented to a high standard. Work for these boards should be mounted and given prestige. Such displays should usually be changed or updated on a half-termly basis.

- Staff will have resources prepared in advance of the lessons and ensure they are accessible to all learners. Resources will be cut straight and to size, so that they do not protrude the edges of the exercise books or Learning Logs.
- The school will provide pupils with resources to support the positive presentation of work (each classroom will have a selection of basic stationery which can be used by all pupils).
- In return, pupils will focus on ensuring all pieces of formal written work (with the possible exceptions of note-taking activities or jottings in mathematics or the foundation subjects) are completed to their best of their ability, demonstrating positive cursive handwriting and presentation. Where pupils fail to present work to the best of their ability, they may be asked to redraft or complete written work during break or lunchtime detentions (in line with the Positive Behaviour Policy).
- Examples of presentation of written work expectations will be on display in all classrooms and as a reference for parents on the school websites and in pupil planners.

### **Celebrating Positive Presentation**

Staff will ensure, where possible, positive presentation of work is celebrated through:

- Oral and written feedback. Where appropriate, staff may give next steps to pupils which focus on re-drafting with a focus on handwriting or presentation. (i.e. where pupils have met the intended learning outcomes re writing genre or the mathematical concept). Staff will make reference to strong presentation of work and will acknowledge where pupils have made progress in this area.
- Staff will reward positive presentation - in line with the school Positive Behaviour Policy - awarding additional epraise points for both endeavour and attainment.
- Where good progress has been made by a pupil in the presentation of their written work, it should be recognised in the classroom on the designated 'Wonderful Writing Wall' or mathematics display. Exceptional presentation should be acknowledged in the wider school environment, through a once half-termly presentation in 'Outstanding Work Assemblies' and later displayed on the 'Wonderful Writing Wall' at either school. These will be positioned in central areas in both schools and work displayed will carry prestige and honour.

### **Specific Guidelines and Expectations for each Key Stage in the Pinvin Federation:**

#### **Foundation Stage**

Expectations of presentation in the Foundation Stage will change significantly as the year progresses as the children move towards transition to Year One.

#### **Handwriting:**

- Staff will emphasise correct letter formation and left to right orientation.

- Children will have regular teaching of handwriting as part of the phonics programme (10/15mins daily)
- Children will be encouraged to write in a straight lines and one the lines of paper.

### **Key Stage One**

#### **Writing equipment:**

- All work to be written in pencil
- Children will be taught to sharpen their pencils and reminded to ensure pencils are sharp for best presentation.
- Only colouring pencils will be used in exercise books. Felt pens will only be used on sheets of paper.
- Children will be taught how and expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.

#### **Handwriting:**

- Staff will emphasise correct letter and digit formation through the regular teaching of handwriting (daily for 10/15mins)
- From Year Two, correct letter formation and digit formation will be reinforced through all other work (English, mathematics and the foundation subjects)

#### **Indicating errors:**

- Children will indicate an error with one neat line through work and rewriting (staff will need to teach the children how to go about this)
- Rubbers will be used at the teacher's discretion, but not for pupils' errors in learning.

#### **Dating work:**

- The date will be written before the learning intention.
- The date should be written on every piece of work, at the top of each piece of work, and positioned on the right-hand side. It should be underlined with a ruler.
- In Literacy, the day should be written (this reinforces basic vocabulary). When able, the full date will be written. Such practises should be mirrored in the foundation subjects.
- In mathematics, the short, numerical date will be used, e.g. 20.2.16
- Where individual needs render this difficult, an adult should record the date for the pupil.

#### **Learning Intentions:**

- The Learning Intention, and/or title where relevant, will be written by an adult or typed (using cursive font) onto a label or paper strip.

#### **Mathematics books:**

- Only pencil to be used
- Children should be taught to use 1 digit per square

**Care of books:**

- Children will not doodle on pages or on the covers of their books.

**Key Stage Two and Year 7****Writing equipment:**

- From Year 3 children will have the opportunity to earn a 'Pen Licence'. A fibre tip 'school handwriting pen' will be rewarded to children who have achieved legible, joined handwriting in pencil. By the end of Year Four all children will be using a pen in the relevant subjects.
- This policy has been shared with the Avonbrook cluster feeder schools whereby our expectation is that all children will be writing using a pen by the end of year 4 and will enter St Nicholas CE Middle School with a legible, neat and cursive script.
- By Year 7, where children have a fluent and efficient cursive style, children should be encouraged to experiment with the use of a fountain pen for written tasks and decide the implement that best suits them.
- Biro or gel pens should not be used - although gold 'Perfect Punctuation Pens' may be used to support pupils in the application of basic punctuation.
- Red pen redrafting activities will be conducted through the use of red handwriting pens.
- Only colouring pencils will be used in exercise books. Felt pens will only be used on sheets of paper.
- Children will use guidelines if writing on plain paper.
- Children will be expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.

**Handwriting:**

- Handwriting will be taught on a regular basis (at least three times a week) through contextualised grammar activities linked to daily literacy lessons. There will be a focus on increasing the speed and fluency of their cursive writing style.

**Indicating errors:**

- Children will indicate an error with one neat line through work and rewriting. This will work alongside the Marking and Feedback Policy and redrafting using red pen. Where pupils have met agreed success criteria in relation to writing genre or a mathematical concept, they may be asked to redraft a paragraph or calculation with a focus on improvement in presentation.
- Correction fluid or friction pens to erase errors should not be used.
- Rubbers will be used at the teacher's discretion, but not for pupils' errors in learning.

**Dating work:**

- The date will be written before the learning intention.
- The date should be written on every piece of work, at the top of each piece of work, and positioned on the right-hand side. It should be underlined with a ruler.

- All subjects (with the exception of mathematics) should record the long date, e.g. Friday 19th February 2016.
- In mathematics, the short, numerical date will be used and underlined with a ruler, e.g. 19.2.16
- Where individual needs render this difficult, an adult should record the date for the pupil.

#### **Layout:**

- A learning Intention should be written to indicate work content. There may, at times, also be a title to make clear the lesson content. These will be written in the centre of the page with a line between that and the date above. These must be underlined with a ruler.
- A line must be left under the learning intention and work should be started at the margin.
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start a new line.
- If work is ongoing from the previous day then a line should be ruled, the new date given but there is no need for a repeat of the learning intention.
- In Golden Books, for both Cold and Hot Tasks, children should write on the right-hand side of the double-page spread. This will allow staff to give specific and precise feedback on pupils' work (where pupils are left-handed this may be reversed).

#### **Mathematics books:**

- All maths work to be completed in pencil.
- Children should be taught to use 1 digit per square.
- Mathematical drawings and scientific diagrams will be drawn using a pencil and a ruler or other appropriate equipment.

#### **Care of books:**

- All exercise books will carry a Federation name label with a standard font and design layout.
- Children will not doodle on pages or on the covers of their books.
- Children will be asked to cover Learning Logs.

#### **Monitoring of presentation**

Presentation will be monitored by all Senior Leaders on a regular basis through:

- Work scrutinies
- Quadrangulation
- Lesson observations
- Pupil voice forums
- Learning Council meetings

#### **Outcomes of the Presentation and Conduct for Positive Learning Policy**

- *Children value the importance of positive presentation and view this as a key component of effective and successful learning.*
- *Children of all abilities are able to present their work to the highest possible standard and, in doing so, increase their confidence and self-esteem.*

- *There is consistency across the Federation in terms of standard of presentation expected.*
- *Progression in presenting work between each class is evident and understood by all children and adults.*
- *All members of the school community realise the positive impact conduct presentation can have on learning outcomes and achievement.*