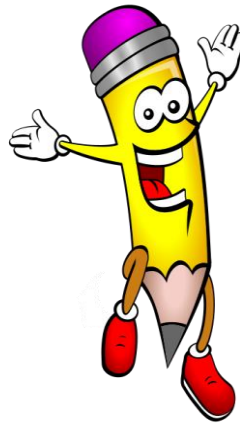


# Condorrat Primary Bun-Sgoil Chondobhrait



## Polasaidh Coltas ar Obrach Presentation Policy

*Condorrat Primary School promoting wisdom, well-being, achievement, heritage and aspirations.'*

*'Bunsgoil Chondobhrait ag àrdachadh gliocas, maith dhaoine, ionnsachadh, dualchas agus miann.'*



### **Introduction.**

It is essential that a high level of presentation be expected from pupils across the school. Pupils should be encouraged to produce neat and tidy work at all times with correct letter and number formation.

Expectations will vary from stage to stage. An outline of the expected standards are outlined below, and should be adhered to unless there are exceptional circumstances to ensure consistency of approach across levels, and the school.

### **Early Level.**

During term one it is essential that the correct formation of letters and numbers is continually reinforced and practised.

During term one there is no expectation that pupils will write the date, or title. Teachers may choose to use a date stamp on jotters.

In term two all pupils should be able to write the date in number format in the margin, on the top line or at the top of the page.

Teachers can use their own professional judgment as to when pupils should write a title. This will vary for different pupils and if they are able to do so they should attempt it. Pupils however, should not spend time copying a title to the detriment of time spent on completing the main body of work.

There is no expectation that pupils will underline titles in primary one unless the teacher feels it is appropriate for individuals.

Lines should not be missed out in jotters unless the teacher feels it is necessary to aid with the legibility of a pupil's work.

It is not necessary for primary one to draw a finishing line - a new page should be taken each day.

In squared jotters there should be one number per box. A box should be left between the question number and the sum/answer. The function should be in a box i.e. +, - etc.

### **Formation Issues.**

Pupils who have poor motor control or who are struggling with formation should be given lots of practical activities. This could include drawing in sand, making letters from modeling clay, threading beads, overwriting large single letters, copying patterns etc. Timetabled use of classroom assistants could allow focused support sessions. Support at home packs may also be useful.

Professional judgment should be used to decide when pupils who have such difficulties should be expected to copy or indeed use lined jotters - overwriting may be necessary for some time.

Referrals should be made to the support for learning coordinators if this is a concern.

### **First Level.**

From primary two onwards the expectation is for a date in numbers in the margin and a title for each piece of work. Titles should be underlined - on the line. A line should be left between the title and the piece of work.

All tables, (i.e. metalinguistics), should be drawn with a ruler, or photocopied and stuck in.

Blank lines should not be left between sentences.

A finishing line should be drawn after each piece of work. This can be drawn at the start of the new lesson, before the date and title are written.

In squared jotters the above also applies. There should be one number per box, any functions should have their own box, and each question number should be in one box. Where lines need to be drawn in 'chimney' sums two lines should be drawn.

Sums should be equally spaced out across the page and between rows.

All tables should be drawn with a ruler - or a photocopied table should be stuck into jotters for completion.

Shapes should be drawn with a ruler.

### **Handwriting Lessons.**

Professional judgment should be used as to how often these should take place. Using spelling words as a focus may prove useful if weekly lessons are needed. It may be necessary to practise letter formation as a stand-alone lesson from time to time.

Joins will also have to be taught separately. Pupils should be taught to join letters from primary four onwards. The Nelson Handwriting Programme should be used. (See Appendix 1.)

Handwriting jotters are available with guidance lines. Wider lines are used at this stage.

### **Support Issues.**

Pupils who have issues with formation and pencil control may need extra activities. Referrals can be made to the support for learning coordinators. As with Early Level, packs may be sent home and classroom assistant time may be used for short practice sessions. Professional judgment should be used with regard to teacher expectations for these individuals. Consideration may also be given to jotters with wider lines or spaces between sentences if it would aid with presentation for some.

### **Second Level.**

All of the above First Level guidance applies to Second Level.

There are a few exceptions. Most pupils at second level should be able to draw tables in jotters with a ruler.

In maths jotters if a separate workings area is needed a column can be drawn with a ruler to the right hand side of the page with the title 'workings'.

In handwriting the use of joins should be enforced. Handwriting jotters with narrower lines should be used. Again spelling words can be used for lessons or focused lessons based on formation; joins etc. can be carried out weekly.

In topic jotters pupils should use the blank and lined pages.

### **Support Issues.**

The same applies as in First Level above.

### **General Guidance - All Levels.**

#### **Homework.**

All homework jotters should be covered. Comments should be made regarding presentation as appropriate. Any work that is deemed unacceptable can be re-written at homework club.

#### **Errors/Lack of Effort.**

Errors should be rubbed out with an eraser.

Poor presentation from pupils who do not have specific motor control issues should be dealt with. Work should be redone during break times, Golden Time or at Homework Club, until better effort is made.

**Marking Code.**

In P1 the teacher will mark errors with the code directly above or beside individual errors.

From P2, the marking code for writing should be used in the margin of the text. Pupils should then edit work by looking along the 'marked' line to locate the error, and correct.

**Self Assessment.**

The traffic light system is in use for self-assessment in maths. A neat dot or coloured square is required at the end of the piece of work.

In Writing two stars and a wish should be written at the end of a piece of work.

**Marking.**

Comment should be made on presentation as appropriate. Good work should be shared with the class, and possibly at Showcase Assemblies to highlight the importance of presentation.

**General Points.**

- Sharp pencils to be used
- No doodling on jotters, (covers or pages), is acceptable

At all times, with all aspects of these guidelines teachers should use professional judgment to meet the needs of individuals within their class. If pupils cannot manage aspects of these guidelines the class teacher should discuss this with a member of the management team and seek advice and further guidance in order to best meet the needs of their pupils.

*September 2014*