



Presentation Policy

November 2025

Presentation Policy

At Aberuthven Primary School, we aim to encourage quality in all we do and pride in our work. We understand that first impressions are important and standards and expectations are reflected in the way we present our work.

Improved presentation will save valuable time, assist pupils to achieve a higher quality of work and enable everyone to see positive outcomes in a relatively short period of time. We expect all members of staff to support the implementation of the policy and teachers need to make expectations clear at the start of the academic year. Pupils should be reminded as part of lesson success criteria about presentation expectations. Work that is well presented is praised and modelled for other pupils.

Principles for presentation

Children should be encouraged to take pride in and taught the importance of clearly presented work. Consequently, we have agreed the following principles as a school community around presentation of work across the curriculum:

- Teachers should make clear to children the standards of presentation we expect and use examples of work which model good presentation (including their own writing in books, on iPads and on Promethean Board).
- Skills of presentation should be taught explicitly to pupils. Much of this should take place during the first weeks of the academic year, with reminders as and when required to help maintain standards.
- For Maths and Numeracy work, the short date will be used on the left hand side of the page, children will usually work across the page.
- From P4 onwards the title of the work should be written at the top of the piece of work when appropriate for the child.
- Younger children will begin working towards this where appropriate.
- All work should be dated - for younger children a date stamp could be used.
- Work which is not in exercise books should be mounted or filed as soon as possible to avoid cluttered drawers. Children should be involved in this process where possible.
- For Art, large pieces of completed work should be kept until the end of year, kept as evidence, or sent home after displaying/celebrating according to need. A photographic record can be kept (i.e. Large D.T. models).

Principles for display

- At every stage of primary education, stimulating and relevant displays are an essential learning resource. Interest tables, discovery tables, two and three-dimensional displays of children's work, models etc., in all curriculum areas extend children's learning and celebrate their work.
- In order to create an atmosphere of care and concern for quality in the classroom environment, teachers need to have access to quality resources.
- Careful lettering and presentation are very important in creating the impression of purpose and order, and in indicating a concern for quality and excellence.

- Displays in class should include - Literacy, Numeracy, Topic. A Literacy rich environment with topical key words/vocabulary, word mats available, key information and targets displayed to support pupil learning.
- Displays do not necessarily have to be confined to the display board. Depending on where the display is, you can use the wall around them, have things hanging from the ceiling etc. (please check that the security alarm is not affected)
- Displays should follow a variety of formats including teacher generated stimuli as well as pupil work.
- All work should be clearly named where possible.
- All staff are encouraged to complete display work where and when appropriate.

Storage of Work

- Storage of pupil work should be carefully considered by staff and clear systems implemented at the beginning of the school year where possible.
- Exercise books should be stored in school until the end of the academic year. Books should be numbered to show progress.
- Children are not be allowed to deface the front covers of exercise books. They should also be encouraged to keep the covers tidy. School branded word-processed labels should be used to display name, class and subject clearly on jotters/folders where possible.

Presentation and care of Classroom / Whole School Areas

- At the end of every lesson pupils should be encouraged to tidy their desks/ support tidying of the classroom environment ready for the next session. This includes picking things off the floor and tables so that effective cleaning of the classroom can take place.
- At the end of every term trays should be tidied and cleared of any surplus paper etc.
- Teachers work areas should be left tidy before leaving at the end of the day.
- Pupils are encouraged to take responsibility to keep their own school peg area in the cloakroom tidy.
- All within the school community are encouraged to take responsibility for the tidying away of school resources etc.