

GREAT CHART PRIMARY SCHOOL

PRESENTATION POLICY

September 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

PRINCIPLES

At Great Chart School, we believe that high standards of presentation reflect high standards of learning. Pupils are taught to take pride in the presentation of their work, developing habits of neatness, organisation and care. Clear presentation enables pupils to communicate their ideas effectively and supports accuracy across the curriculum.

Teachers will model and maintain consistently high expectations for presentation while recognising that presentation should be appropriate to pupils' age and stage of development.

PRESENTATION OF WORK IN KEY STAGE 1

EQUIPMENT

- Pupils write in pencil for English and mathematics.
- All mathematics work is completed in pencil.
- Teachers may introduce handwriting pens later in Key Stage 2 in line with the school's handwriting policy.

LAYOUT

- All English and mathematics work is dated.
- The date, Learning Objective (LO) and/or Success Criteria may be printed on labels and stuck neatly at the top of the page.
- Work begins beneath the Learning Objective or Success Criteria.
- Mistakes are corrected by rubbing out carefully or crossing out with a single neat line.
- High-frequency and topic-specific spelling corrections are written above incorrectly spelt words where appropriate.
- Worksheets are trimmed so they fit neatly within books before being stuck in.
- Pupils edit and improve their work using a green pencil or green pen.

PRESENTATION OF WORK IN KEY STAGE 2

Teachers should maintain high expectations of presentation across all curriculum subjects. Handwriting should be fluent, joined and legible wherever possible.

EQUIPMENT

- Once pupils have earned a pen licence and consistently demonstrate neatly joined handwriting, they write using a black handwriting pen.
- Mathematics is completed in pencil.
- Diagrams and illustrations should be drawn in pencil, with labels written in pen where appropriate.
- All straight lines should be drawn using a ruler.

LAYOUT

- For English and foundation subjects, the long date is written at the top of the page beside the margin and underlined.
- On the following line, the title or Learning Objective is written and underlined.
- A line is left between the title/Learning Objective and the start of the work.
- Errors are corrected by drawing a single neat line through the mistake.
- Spelling corrections, or a reminder to check spellings, are recorded in the margin or at the end of the work in line with the school's marking policy.
- When writing on plain paper, guidelines should be used.
- Worksheets are trimmed neatly before being stuck into books.
- Editing and improvements are completed in green pen.

MATHS IN KEYSTAGE 2

- The short date is written at the top of the page beside the margin
- The Learning Objective is written on the next line and underlined.
- Where a central margin is used, sufficient space should be left so calculations remain clear and well organised.
- In Years 5 and 6, pupils leave one blank line between calculations or questions when working in squared books, unless completing calculations that require continuous working.
- When using squared paper, each digit should be written in a separate square to support accurate place value and calculation.
- Diagrams should be drawn carefully using appropriate mathematical equipment.

WHOLE SCHOOL EXPECTATIONS

- Books should be treated with care and kept free from unnecessary marks or damage.
- Pupils should take care when sticking in worksheets to ensure they are straight and secure.
- Children should begin work promptly and avoid unnecessary doodling or decoration.
- Staff should consistently model the presentation expectations expected from pupils.
- Expectations may be adapted where appropriate for pupils with identified SEND needs or where reasonable adjustments are required.