



PRESENTATION POLICY



Staff at East Waikiki PS have agreed to implement this whole school policy about presentation standards in all learning areas, including specialist areas.

“Presentation” refers to the appearance of work and thus involves neatness, organisation and visual appeal.

Parent information about presentation standards should be sent home early in Term 1.

Aim of Policy

The aim is that from Kindergarten to Year 6, student learning, especially in literacy and numeracy, will be enhanced by students having:

- high expectations about their own presentation standards
- common knowledge and sound skills about good practice when presenting work

Rationale/ Purpose

Good standards of presentation support student learning in a number of ways:

1. **Routines save time:** When students follow common presentation routines, there is less interruption to teaching and therefore more time for engaged instruction and explicit teaching. When teachers consistently follow the same whole school policy year after year, there is less need to teach new routines at the beginning of the year.
2. **Improved Attitude:** Students who develop good presentation habits, even if they are not high achievers, gain a sense of pride and confidence. Consistent presentation routines help students feel safe and comfortable about expectations. When students realise that their work has an “audience” their motivation is enhanced.
3. **Positive school culture:** When children take pride in their work, have high expectations of themselves and achieve success, this affects the whole school atmosphere in terms of motivation, self identity and values. It relates to pride in dress code and in the physical appearance of the school.

Expectations for Staff - Classroom and Specialist teachers

Teachers are expected to:

1. **have high expectations** of students’ work presentation standards in all learning areas. This involves rewards for good practice and consequences for students make unacceptable choices.
2. **explicitly teach** presentation standards and routines using the “I do, we do, you do” model.
3. **role model** high expectations and good practice in their daily writing in the class. All writing that is on display for students should be legible, consistently formed and neat. Eg on White boards, IWB, flipcharts, charts, flash cards, worksheets.
4. **reinforce** presentation rules by having charts or similar. Eg models of how to rule up pages for English, maths, spelling.
5. **monitor** student presentation standards and give regular feedback and support. This can be in the form of self, peer as well as teacher assessment.
6. **display student work in the classroom.** This communicates to students, parents, staff and visitors that we focus upon high expectations in the class.
7. **ensure students develop routines** to keep desks and the classroom are clear of clutter.
8. **inform parents** of students’ presentation standards
9. **have discussions with line managers** about the presentation standards in their class.

Expectations for EAs

EA's are to be guided by the presentation policy when working with students and can assist them by having high expectations, role modelling, helping teach routines and encouraging students.

Exercise books, files, pads, workbooks, worksheets and loose pages

Exercise books, files, pads, work books, worksheets and loose pages of work are to be clean and well presented. This includes the covers of the books as well as any pages within.

Students may not scribble, graffiti, doodle, do inappropriate drawings and/or mess their book covers or pages of work. Students are not to tear pages out of their exercise books without teacher permission/supervision.

Students use both sides of pages in exercise books. For loose paper, teacher discretion is allowed, due to potential scanning and gluing needs, but economy is encouraged to ensure resources are not wasted unnecessarily.

Students need to be made accountable if they do not follow these rules. For example a student who has scribbled over book covers can cover it in their own time at home first and then if not done, at recess or lunch.

It is recommended that students have access to a small notebook or scrap paper (eg stenographer's pad, small cheap exercise book, stapled pads made at school using scrap paper – 'Have a go pad. '), that can be used for work that tends to get messy (maths working out, spelling checks). To be used as necessary, not for drawing.

Writing implements used

Writing implements will vary according to the purpose of the learning activity. For example, in many year levels, whiteboard markers are used on student sized white boards. However, this policy is mainly concerned with student work done onto paper in exercise books, work books, worksheets etc

In everyday writing activities on paper students are to use:

- K : Teacher choice (eg lead pencils, crayons, colour pencils, felt pens)
- PP/1: HB lead pencil
- Years 2/3: HB lead pencil
- Years 4 : HB Lead pencil progressing to blue biro (eg Biro Licence)
- Years 5/6 : Blue biro for writing. (Emphasize biro use, as dependence on lead pencil may lead to students not carefully planning for accuracy in spelling, punctuation, grammar and syntax before they write.)



Maths number work: HB lead pencil only, no exceptions.

Keep those lead pencils sharp and student work will look better!

STUDENTS ARE NOT TO USE THESE FOR EVERYDAY WRITING IN YEARS PP-6:

Gel pens, textas, fine liners, 2B lead (smudges), high lighters, and coloured bios, crayons.

Realistically there are times when teachers will have special activities where these are used but teachers need to make these occasions clear to students. (eg Co-operative learning activities such as Placemat and Graffiti, project work,)

Obviously, if students are writing on posters, charts or graphs, they need to learn how to draft out their page in lead pencil, ensure that there are no spelling errors and then add colour.

Novelty or toy type writing implements: These can cause distraction but teachers need to use their discretion if parents have not provided other implements. Send home any unsuitable or dangerous items and be vigilant about the practice of dismantling textas or windups to create shooters.

Pencil Cases:

- Encourage students to use standard sized pencil cases with minimal writing equipment. Try to avoid the problems that come with huge pencil cases full of masses of pencils, textas, gel pens, biro, highlighters, fine liners, etc.
- Discourage inappropriate writing/pictures on pencil cases.

Deleting words when writing

Liquid paper is banned!

Not only is spilt liquid paper a carpet disaster, but liquid paper use can mess up a page, waste class time and student dependence upon it can lead to thoughtless, careless work habits. Of course there will be the rare occasion where a teacher will allow its use in a supervised situation. (Please note that the ribbon variety is banned as well.) Students should not have any liquid paper in their possession at school.

STUDENTS NEED TO BE SHOWN HOW TO APPROPRIATELY DELETE UNWANTED WORDS.

Problems with using erasers:

- Students may become over dependent on erasing, and not put enough thought into the accuracy of what they write.
- Some students spend too much time erasing and not writing.
- Erasing may remove evidence that a student has edited or revised work or mistakes that a teacher can use as diagnostic information.
- Erasing can cause smudges and holes in paper.
- Students may graffiti erasers or cut them up to use in pea shooters!

Guidelines

- Teachers give clear instructions about when erasers can and can't be used.
- Erasers may be used for art, drawing, posters, graphs, maps etc
- Erasers may not be used for everyday writing/maths especially when a teacher needs to assess student strengths and weaknesses for diagnostic purposes.
- Erasers can be used for best work at the discretion of the teacher.

Banning eraser use is not as hard as it sounds as students learn more efficient ways to deal with written errors and become more responsible for thinking before they write.

Correct ways to delete words

Students should be encouraged to put a single line through the error using their lead pencil or blue biro. This is a most direct method that most teachers use. For example,

Eg The seven ~~continece~~ ^{continents} continents are Australia, ... or The seven ~~continece~~ ^{continents} are Australia,

Students are not to use small crosses to designate incorrect word(s), as crosses can be too big and it can be unclear as to which word(s) are being deleted.

Incorrect ways to delete words:

Messy crossing out, double crossing out, scribbling out, overwriting the letters in a word, liquid paper use and erasing. These can be messy, very noticeable ways of deleting a word.

SPELLING ERRORS REMINDER (First Steps Strategy)

As students write, if they are not sure of spelling, encourage them to underline the words and keep writing. They can then come back later to check the word.

One system is for students underline in the same colour that the writing is in, not red. The aim of this is to help students continue with the flow of their ideas and not be held up by worrying about spelling errors until they finish writing. (A teacher then uses red to underline a spelling error when conferencing/ editing.)



Cutting and gluing

Teachers need to establish clear guidelines about ways of cutting out neatly and gluing items into exercise books or elsewhere. For example, ruling lines around a picture to cut it out neatly.

Posters, charts, graphs, maps and diagrams.

Explicitly teach students how to present posters, charts, graphs, maps and diagrams (eg scientific or other diagrams) to a high standard.

1. Model the planning of the draft using lead pencil for writing, drawing pictures and designs.
2. Labels are to be printed (not in running writing) and printed straight across the page, not diagonally or vertically, (especially on maps and in science/ social science diagrams)
3. Teach children to colour in one direction especially on maps and graphs.
4. Students learn to rule light lead pencil guidelines for any writing.
5. Ruled page borders are simple but effective.



Any student generated advertising posters that are put on display around the school (eg library, office) or in the community need to have been cleared by the class teacher as being free of spelling, punctuation and grammatical errors and to be of an acceptable standard of content and presentation.

Teachers in the early years will be modelling and encouraging these standards but it's not really until the middle and upper primary that students will be able to become more proficient.

Projects

Explicitly teach student how to appropriately present projects. This could include:

- Cover page, list of contents, numbered pages
- Headings and subheadings
- Correct presentation of maps, graphs and diagrams
- Neat gluing in of pictures
- No errors in spelling, punctuation and grammar

“G Rated”

Students need to know that whatever they **read, write, say, view and/or draw** at school should be appropriately “**G rated**” so that any child in the school from Kindergarten to Year 6 can be exposed to it safely. This is especially with respects to references made to violence, sex and drugs.

Children are exposed to many unsuitable values through the media and it is our role to ensure that they are informed about what is appropriate in their choice of reading, writing, viewing, drawing and speaking at school.

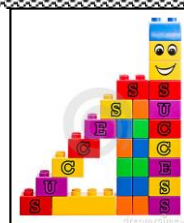
This includes teachers being vigilant about possible student discrimination based on religion, race, ethnicity, sex, disability, class origin etc.







Teachers are encouraged to approach the “G Rated” concept as a problem solving activity where students contribute to what is appropriate and what is inappropriate in the literacy texts they present or use at school.

Example of Student Guidelines Sheet

This is an example of a sheet that can be glued into the front of an exercise book and may be adapted for individual teacher use.

Presentation: Steps to Success Year 3




	I will only write in lead pencil
	I will only shade in with coloured pencils or wind ups.
	I will rule up my page correctly with red pencil and ruler
24 Feb 2013	I will date my work
<u>On the line</u>	I will write ON the lines in my book.
Their There	I will put one neat line through any mistakes I make.
	I will not leave out pages in my book or tear them out.
	I will glue sheets into my book carefully.
	I will keep my book neat and tidy (no scribbling or doodling)
Today is <u>verry</u> hot.	If I am not sure about how I spelt a word I will underline it and come back later to check it.

Example of Student Assessment Sheet

This sheet can be used for self assessment as well as teacher and peer assessment. It can also be adapted to become a list of guidelines that are glued in the front of the exercise book.

English Work Book Presentation: Senior Primary Steps to Success

Student _____ Year _____

 <p style="text-align: center; margin: 0;">STANDARDS</p> <p>Assessment Scale: 4-Always 3-Mostly 2- Sometimes 1-Rarely 0-Never</p>	Score				
	Date	Date	Date	Date	Date
1. Book cover (outside and inside) has no stickers, doodling or graffiti. It is clearly labelled with student's name, year level and room.					
2. Each page is correctly ruled up in red biro with a 2.5 cm margin.					
3. Each page in workbook is used consecutively (no pages are left blank)					
4. Each page has a date and heading (if beginning a new task)					
5. When starting new work part way down the page, a line has been missed and the page ruled off. The date and heading are then written.					
6. A ruler has been used to rule straight lines where necessary. Eg margins, borders around diagrams, arrows, graphs					
7. Handwriting is neat and legible and is in blue biro or HB lead pencil (unless specified by teacher)					
9. Mistakes in writing are neatly ruled through with a line. (No scribbling out or use of white out or erasers, unless specified by teacher)					
10. Spelling errors are underlined by student and the correct class process followed.					
11. Any worksheets or pictures that are required to be pasted in to books are cut neatly to size and pasted in straight.					
12 Diagrams, graphs, maps, pictures are neatly drawn in lead pencil and labelled where necessary. (Erasers may be used)					
13. Colouring/ shading is in coloured pencil or windups (not textas, gel pens, high lighters or biro)					
14. All student writing and work is "G" rated					
15. Student has taken good care of the work book. It is tidy and the student has not torn any pages from it.					
TOTAL /60					