



# Boxgrove and Kidbrooke Park Primary Schools and Kidbrooke Park Learning Centre

## Presentation, Display and Environment Policy



At Boxgrove and Kidbrooke Park Primary Schools we aim to establish high expectations and pride in everything we do – both of ourselves and of the children. This policy has been designed to ensure there is a clear and consistent set of guidelines for the presentation, display and whole school environment for all pupils, parents and staff. We believe that being mindful of the presentation, display and environment around us helps to motivate children to take pride in learning, to celebrate their own and others learning, to develop a deeper interest in various topics, to develop a sense of the standard expected in school and beyond and to create a clear and legible record of learning. Presentation, display and the environment of the school are crucial in communicating our ethos and vision and are therefore regularly monitored, critiqued and improved.

### Presentation

We encourage pupils to develop high standards of presentation by:

- Rewarding high quality with house points
- Informing parents
- Creating displays of well presented, high quality learning
- Sharing quality examples of presentation with the wider class
- Sharing quality examples with phase leaders and senior leaders
- Sharing the expectations explicitly with the class throughout the year
- Displaying presentation posters
- Referencing presentation when marking the learning
- Having pupils review their own presentation through peer-reflection, self-reflection and critique

### Expectations for Teaching Staff

- All staff are expected to role model high quality standards in presentation, handwriting and layout. This will be done when modelling writing, displaying writing and marking.
- Staff should demonstrate and communicate where expectations of display and presentation, through the use of their admin board, book corners, working washing lines, worktops, table layout and the wider classroom and school environment.
- All staff will challenge pupils to further improve their presentation through feedback on learning and critique processes.
- All staff will ensure work displayed is of the highest standards possible in terms of outcome and presentation for all pupils.
- All staff will utilise lines and grids to ensure they role model the expected practice.
- All children's work must be marked using the agreed feedback on learning policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size (not sticking out the side of books).
- All pupils' books should be labelled using printed labels provided by the phase leader. Labels should be in Letter Join, size 12. Labels should be arranged as follows:
  - (First Name) (Surname)
  - (Book Title)
  - (Year Group)
  - (Teacher)
- Teachers should support pupils to present their learning to the highest possible standards.
- For very poor presentation pupils can stay in at break and lunch times to re-write pieces to an acceptable standard.

### Expectations for Children

- Pencils should be used in all Maths books and in draft work if appropriate (for example in editing). Pencil should also be used to draw, for diagrams and for pictures.

- Margins in books and on paper should be drawn in pencil if required (Numeracy books in KS2) .
- Pencil should be used for written work in EYFS and KS1. Pens should be used for written work as soon as possible from Year 3 onwards.
- Pens must be school provided, blue ink, fibre tipped handwriting pens. No ballpoint, biros or felt pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.
- Pupils should always aim to present their learning to the highest possible standards.
- Pupils should take pride in their own appearance and that of the wider school environment and should impact upon everything they do.

#### Expectations for Handwriting

- The Letter Join scheme is the agreed scheme for teaching handwriting.
- Letter Join font is the preferred style for all worksheets and hand-outs.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.
- Handwriting is made explicit in each class timetable

#### Expectations for Layout

- For children in Reception and Key Stage One the learning intention is provided on a strip of paper for them to stick into their books (this is also done for SEN pupils in KS2).
- In Key Stage 2, the long date (in Maths the short date) is written at the top on the left hand side of the page; the Learning Intention on the next line.
- The date and Learning Intention must be underlined in pencil using a ruler.
- Miss a line under the LI and start at the margin.
- Every new piece of work begins on a new page.
- Leave one line between each paragraph.
- When mistakes are made, draw one neat line through the mistake and start again – do not overwrite.
- Write on the line.
- Do not write in the margin.

#### Layout in Mathematics

- The short date and the LI should be underlined.
- If appropriate, pages can be divided into two with a ruled line.
- All figures must be written neatly and clearly with one figure to each square.
- Where pupils are writing their reasoning or explanation they do not need to place each letter in the square, using the horizontal lines as a guide.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.

## Display

All displays in the school, other than the few used for information purposes should be as interactive as possible and celebrate and promote learning. Displays should be visually engaging and prioritise the learning as the key focus and demonstrate high quality outcomes created from rich, connected learning. Poor examples will be removed. All displays will meet the following criteria:

- All displays boards will be backed natural hessian.
- All boarders will be in Dark Blue (KCS – 02002109 - YOU Corrugated Scalloped Border Roll Dark Blue)
- All pupil work will be double mounted with the base colour of Arabian Blue (KCS -G168369 - Rothmill SRA2 Brilliant Colour Card - Arabian Blue) with another contrasting colour (KCS -G211126 - Rothmill SRA2 Brilliant Colour Card – Assorted).
- Consider the use of fabric to extend the impact of the display such as wall cascades and table tops.
- Where possible utilise surfaces to display pupil outcomes, resources, real life object, props and books to create a three dimensional effect.
- All pupil outcomes should bear the pupils’ handwritten name with the names written in their best handwriting. No additional labels are to be added – remember this is a final outcome of pupil’s learning.
- All displays should include an explanation to provide context for the audience, this should be written in silver marker pen on Arabian Blue and mounted on the alternate colour with an Arabian Blue base. Prompts and questions – to extend the children’s thinking and learning.
- All pupil outcomes should be trimmed neatly and evenly and only where necessary to ensure appropriate size boarders around the learning. Work should then be mounted creating 2 further boarders of equal size - about 1 – 1.5cm works well. All pieces of learning on the same board should have the same size boarders all the way around. *Tip: The paper trimmers have a guideline that you can line your work against to make equal sized borders around the work!*
- Utilise the following where appropriate:
  - A title
  - Labels and captions - to let others know what you have been learning about and how.
  - If the display isn’t in your classroom, the display should say which class the work is from.
  - Photographs, pictures or diagrams.
  - *Tip: Make sure all of these extras have the same sized and coloured borders as the children’s work.*
- Displays include key vocabulary that reflects high expectations and makes the learning area language rich.
- Displays should either showcase high quality outcomes that pupils have produced or showcase the journey pupils have taken to get to their final outcome.
- Where the leaning journey is on display, pupils will have analysed/critiqued of their learning in their best hand writing published as part of their outcome.
- A minimum of 75% of each board space will be given over to pupil learning/outcomes
- Work selected should be of high quality and have no teacher marking visible on it. Children should be encouraged to ‘write up’ pieces of work for exhibition or display.
- Work selected should therefore be free of crossing out and grammatical or spelling mistakes that would be inappropriate for high quality learning for their age phase.
- *Tip: Always put the work up with Blu-Tack first. Stand back and check it and ask for a second opinion.*
- All pupils should have their learning displayed regularly.
- Is there a range of work on display – including excellent work which is a model of what the children are aiming for?
- There should be more work on display by pupils than by adults.
- If you spot a mistake on someone else’s display, let them know.
- If you notice a display looking tatty, try to neaten it up.
- Displays in class should be changed regularly, at least half-termly. They should be relevant to the work the class is doing - keep the displays fresh and as up-to-date as possible. This is particularly important for word banks.
- Displays in the wider school environment should be changed at least bi-annually
- Directed time in the form of a dedicated staff meeting will be given termly, utilising a teamwork approach, in order to change display.

- Outcomes should not include dates and learning intentions.
- All staff should be mindful of the use and storage of display materials
- All display materials must be kept in the central store for use by all staff (not maintained in classrooms)
- It is staff responsibility to request specific display items and to communicate if certain items are running low
- The School Business Manager is responsible for regularly checking materials, ordering resources and managing stock.

## **Environment**

### **Book corners**

Book corners will be aspirational and celebrate a love of reading, are comfortable, have soft furnishings and are well organised.

- Book corners will encourage pupils to develop a love of reading by showcasing a range of well presented, considered book choices based on the needs and interest of the pupils in the class.
- Furniture will be utilised in a way that displays books in an organised way according to genre/topic.
- Banded books/early reading books will be categorised by ability band.
- All book categories (included banding books) are to be labelled with silver pen on Arabian Blue card.
- Book corners will contain soft furnishings to enable them to be comfortable, attractive and welcoming. Creating locations for pupils to relax and enjoy reading books.
- Book corner layout and positioning should be considered to enable clear observation of activities.
- Book corners must be large enough to accommodate groups of pupils, yet still be cosy
- All books should be well maintained and in a good condition. If there are shortages of a particular type of book, this should be raised to Phase Leader/ English Subject Leader.
- Book corners should contain listening centres for early readers (EYFS/Year 1), with a wide range of audio texts available across the year based on the needs and interest of the class.
- All book corners will have an area dedicated to books relating to your current topic.
- Book corners will have adequate lighting to facilitate purposeful reading/
- Book corners are a tool used to develop the imagination of its users
- Book corners need to represent a range of fiction and non-fiction books available.

### **Admin Display**

Each class should have an admin board/area this is to ensure that information relating to the class is readily available to all staff working with the children. Admin boards must include the following:

- The most up to date class timetable for the week
- Planning for all lessons being taught (Guided Reading, SPAG/Phonics, English, Maths, Creative lessons)
- A House point collection envelope
- An up to date authorised adult to collect list
- A class information sheet
- A copy of the class seating plan and groupings
- A paper register and dinner register
- A copy of relevant rotas (staff meeting, assembly, playground, monitoring, Playground Prefects)
- A copy of the class lining up order (if applicable)
- GDPR compliance is considered with information shared on the admin board

### **Classroom and Wider School Layout**

Classroom and the wider school environments should be well organised, tidy and have a focus on pupils learning and outcomes.

- The following posters must be clearly visible within all classrooms:
  - Golden Rules
  - House points
  - Hundred square
  - Traffic lights
  - Behaviour chart
  - Marking code
  - First aid folder location

- Class specific rules

- All Children have labelled pegs and trays.
- All classrooms are to be tidy and organised places including cupboards and sink areas.
- Children's resources are clearly organised, labelled and accessible to encourage them to be independent learners.
- Classroom Furnishings are organised in a way that promotes collaboration, discussion and excellence in learning
- Furniture is arranged to promote good behaviour, so that pupils can see the board and are able to move around the room safely.
- All unnecessary furniture is removed in liaison with the premises manager
- Class rooms are clutter free organised classrooms
- Clear and consistent routines are set
- Classroom clock is set correctly and pupils are encouraged to use it to help pace themselves
- Staff areas are organised and kept tidy demonstrating high expectations
- All classrooms will have well organised and sufficient resources to support learning.
- Pupil books and daily resources are stored neatly in an organised way that reduces time
- Key resources are on tables ready for pupils, are maintained and are of high quality
- Learning washing lines are utilised in a way that can be referenced when teaching
- Location and content of topic tables is considered as a part of classroom layout and designed to create intrigue or used to immerse pupils into their learning.
- All elements within the classroom should be able to be utilised by staff or pupils to enhance pupil learning.
- All areas of the school, including offices, reflect the high expectations of classroom learning environments and uphold the same principles.
- All areas of the school, including offices display examples of high quality pupil outcomes