

Kentmere Academy and Nursery

Presentation and display policy



Kentmere Avenue Rochdale OL12 9EE

Tel: 01706 647533 Web: www.kentmereacademy.co.uk

Email: info@kentmereacademy.co.uk

Exercise Books

Most of the work pupils do will be presented in an exercise book. Exercise books are used for English, Maths, Topic, Science, RE, Spelling, Handwriting and PSHCE. We also use folders for Mental Maths. All children in KS1 and 2 have a personal vocabulary book. In the Early Years they have Writing, Number and Learning Journey books. A sketchbook is used for Art activities.

All exercise books must:

- Be stored in a labelled container in a central location in the classroom.
- Be labelled, on a sticker, with the child's name, class, subject and teacher on
- Be free from any graffiti or doodling of any kind
- Have self-assessment faces recorded by the learning objective in a small pencil drawn circle or a stamp lower down the school.
- Be marked each day with a green pen – see Marking and Feedback policy.

Maths

- Square books for Yr 1, 2, 3, 4 and Yr 5 and 6 are used. Blank books are used in EYFS.
- All work is to be completed in pencil
- Date in numerals, top left hand corner.
- Miss a line between the date and the learning objective.
- Learning objective to be written at top of page, and then rule off with a ruler.
- Numbers of questions to be written 1. Not circled
- All numbers should be written correctly and in squares
- If children record work on a photocopied sheet, this may be stuck into the book by being folded neatly. It must be dated and the L.O recorded on the front so it can be seen without opening.
- The expectation is that most of the work pupils complete will be recorded in their exercise books.
- If work is not carried out in books for a lesson a comment must be made in the books. This can be a sticker with the date, L.O. and outcome and impact of the lesson. You can also use pictures to record evidence.
- Success criteria recorded in books every lesson.
- Individual pupil termly targets to be recorded at the back of books on a proforma

English

- From Year 2 children can earn a pen passport. By Year 3/4 all children should be recording in pen.
- Black Berol pens are provided and should be used
- The date should be written in words on the top line in the left hand corner, then miss a line and the learning objective should be written and underlined with a ruler.
- The date and the learning objective should be underlined using a ruler.
- If work is not carried out in books for a lesson a comment must be made in the books. This can be a sticker with the date, L.O. and outcome and impact.
- Success criteria recorded in books every lesson.

- Individual pupil termly targets to be recorded in the front of books on a proforma

This is the expectation for all children from their first to their last book of the school year.

All other exercise books

- Every piece of work should be dated and the date written in words
- Every piece of work should have a learning objective as a heading
- Learning objectives and dates should be underlined with a ruler.

Handwriting

The whole school (including Nursery) use a cursive script which we refer to as the Kentmere handwriting style. Everything written by staff and displayed on the whiteboards is in this font. Teachers mark in the Kentmere style.

Display in Classroom and Public Areas

The purpose of a display is to:

- Support the learning, which is going on in the classroom
- Challenge thinking
- Provide information
- Reflect prior learning
- Celebrate pupil's success and achievements
- Promote self-esteem
- Facilitate resource management and promote pupil independence

Displays should be changed regularly, and reflect the work going on during the current or previous term.

Work for Display should:

- Be mounted on single or double mount
- Be pinned to the wall using map pins, not drawing pins.
- Be stapled using a staple gun at an angle so that staples can be removed easily. (Blu tac may be used to display signs, notices, information on windows or the walls, never use sellotape)
- Reflect as many different areas of the curriculum as possible not just English and Maths.

Working walls

- Every classroom must have an English and Maths Working Wall.
- Working Walls must be at the front of the classroom
- These need to be well presented
- There must be examples of staff's joined handwriting on the English Working Wall
- Grammar must be represented on the English Working Wall (not in poster form but real examples)
- Must be current and have examples of learning from the children
- There must be a WAGOLL on display

Display Boards and Display Areas

- Boards should be backed and have a border in good condition
- All displays should be titled and labelled appropriately with boarding and lettering that is plain in colour.
- A font of your choice can be used to make the display as effective as possible.
- Pupils work must be mounted and named neatly
- Consider hanging things from the ceiling, using a drape, including 3D artefacts, photographs, books, posters, etc

Pupils' work should:

- Be the child's best work and be free from errors.
- Be mounted on single or double mount
- Be produced using line guides so that all the written work is on straight lines and evenly spaced.
- Have a border if appropriate
- Illustrations should be in pencil crayon not felt tip

Public Display Areas

The school has a large number of boards in public areas. These are changed termly and an agreed theme is discussed in advance, at staff meetings. Each year group has a designated area for display and a date for completion of the display is identified. The rota for changing these boards is designed in such a way to ensure that these areas have displays on them at the beginning and end of every term. When changing a display, pupils' work must be returned to the appropriate class teacher and all staples must be removed.

Classroom displays are changed at the teachers discretion but should reflect work which is current or from the previous term. No display board should be left empty at any time e.g. at the start of any term boards must have something on them.

Cloakroom corridors and landings are the responsibility of individual year groups and should also be changed termly. All teachers are responsible for the quality and condition of display in their own classrooms and everyone is encouraged to take collective responsibility for the condition of display boards around the school. However, Team Leaders should monitor the quality and condition of display in their year group area and repair when necessary. All displays need to create the 'wow factor'.

All teachers are expected to prepare classroom display boards before the start of a term. A "Welcome" display should be in place for the start of the Autumn Term. All display boards need to be complete with something displayed on them in September. No boards should ever be left empty.

Table Top Resources

Resources for use during lessons should be made available to pupils. Learning resources such as table squares, spelling lists should not be stuck to table tops.

Resources for display

Each classroom should have the following resources for use:

- Staple gun and staples
- Packet of Bluetac
- Map pins
- Staple remover
- Large pair of scissors

Each year group should have a set of letter stencils.

Resources for display are stored in the following areas:

- **Store cupboard in staff room**
- **Store cupboard next to The early Years**

Non negotiables for all classrooms

The list below are the non-negotiables all classrooms must follow.

Non - negotiables
Age related expectations and above only must be on display. Any work on display must be free of errors.
There must be a wow factor when people enter your room not just displays flat against the wall.
To be displayed in the classroom; RICH poster, marking code, behaviour traffic light system, golden rules, always SC, classroom charter signed by all children in class, e safety poster
Bright and colourful environment
Book area which is enticing and makes the children want to read in there e.g. bean bags, cushions, an exciting range of books

All displays must have examples of children's work on them
English board with current work displayed
Writing must be obvious all around the classroom as this is our main focus – at age related standard or above
Working Wall positioned at the front of the classroom and being used. On the English Working Wall staff model joined up handwriting and there is evidence of Grammar being used.
Maths area including a table top display with age appropriate resources for children to access
Visual calculation policy to be displayed Rapa Coda Numbo
Evidence of a range of areas of the curriculum displayed
Make sure current work is on display
Outdoor learning environment set up daily and used to enhance learning EYFS to Year 2
Displays need to be of current topics
All drawers labelled
All work on display to be double backed – see presentation policy
The EYFS, Year 1 and 2 outdoor learning environments need setting up daily
Evidence of British values are displayed within the classroom
There should be a consistent approach to the classroom environments across year groups.

Monitoring arrangements

This policy will be monitored in the following ways:

- Scrutiny of pupils' books – Headteacher, SLT, Maths & English Managers
- Visits to classrooms – formal and informal throughout the year

Date: July 2017

Written by: Sarah Isberg and SLT

Policy review date: July 2019