



## WORK PRESENTATION POLICY

WRITTEN/LAST REVIEWED BY: MONA EL MASRY  
RATIFIED BY: SLT  
FILE PATH:

DATE: NOVEMBER 2018  
IMPLEMENTED:  
DUE FOR REVIEW: NOVEMBER 2022

GES Cairo takes pride in the efforts of its pupils towards maintaining standard visual appearance and presentation of work. The Work Presentation Policy lays out a comprehensive and clear structure of standards to be followed by pupils.

### **Aims:**

- To create a clear and consistent set of guidelines for the written presentation of pupils' learning.
- To ensure that a common standard is maintained across all key stages for the presentation of pupils' work.
- To streamline the transition of work between year groups that demonstrates progression in presentation understood by teachers and pupils alike.

### **Objective:**

- To motivate each pupil to present their work in the best possible way.
- To enable pupils to recognise work that is presented to a high standard.
- To ensure each pupil knows the standard of presentation that is expected of them.

### **Handwritten Work:**

- Handwriting must be legible and letters clearly formed. Pupils whose writing is very slow or poorly formed will be given additional support and may be required to complete additional practice to develop their skill.
- Pupils begin to adapt cursive handwriting Year 2 onwards, following the Nelson Handwriting Scheme to progress towards developing fluency and speed in order to form letters with confidence and correct orientation.
- In Primary, handwritten comments by teachers should follow the Nelson Handwriting Scheme.

### **Key Stage 1**

- Pencils to be used for all handwritten work.
- Lower Key Stage 2 (Years 3 – 4)
- Pencils to be used for all handwritten work unless a pen licence has been awarded by the teacher.
- Upper Key Stage 2 (Year 5 – 6) and Key Stage 3 (Years 7 – 8)
- Only blue/black ink to be used for all written work.
  - Blue/black ball point and biros only to be used.



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### **Overall Presentation Guidelines**

- All work should be dated. Date to be written on the left side of the page on the top row.
- Exercise books should be dated using the complete form in words i.e. Monday 11th September 2016. KS1 pupils will write in numbers 11-09-16.
- Maths books to be dated using date written in numbers.
- If there is no pre drawn margin, pupils should draw a margin using a ruler.
- Pupils should avoid leaving blank pages.
- Only colour pencils / lead pencils are to be used for colouring or labeling of diagrams in exercise books. Use of crayons and marker for colouring is not allowed.
- All work should be given an appropriate title or heading which should be underlined neatly using a pencil and ruler (in some cases this may simply be a page number of the textbook and the exercise number). Please note that all words in a title should start with a capital letter.

### **Presentation Guidelines KS2 Onwards**

- Title / heading should be followed by a blank line, in many cases the learning objective is a suitable title, in all cases the learning objective should be clearly marked at the top of the page.
- A line should be left between the title and the first paragraph or first response.
- Any mistakes/errors that need to be corrected by the pupils should be done in a neat and legible way above the error or mistake.
- Responses to teacher comments or questions can be marked neatly at the bottom of the page.
- Erasers are discouraged and correction fluid is banned. If work needs to be erased, draw a single line to cross out the work and begin neatly on the next line.
- In case correction cannot be inserted in the space available in between the task, an asterisk (\*) and a note at the bottom of the page may be used.
- Self and peer assessment should be titled "Self Assessment" "Peer Assessment" at the end of the task.
- Peer assessments should be signed off by the pupils assessing the task.
- Year 5 onwards pupils are to use lead pencils to self and peer assess and write comments.
- IGCSE & Post 16 pupils should draw margins on both sides of a page using a ruler.
- In Mathematics, Primary pupils should write each digit in a new square on the squared paper.
- In Mathematics, pupils should be trained to show rough calculations that are legible for depicting the method used for solving problems.
- In Science, diagrams must be drawn and labelled neatly. For IGCSE and Post 16 classes, diagrams should not be shaded or coloured.



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### **Word Processed Work**

- Work should be presented in 12pt font using Times New Roman unless they are directed to choose other fonts by their teacher for ICT, presentation or display purposes.
- Margins of 2.5cm should be left on both sides and at the top and bottom of the sheet.
- Work should be given an appropriate title or heading which should either be put on bold and centred or underlined and centred. A line should be left between the title and the first paragraphs or first response.
- Pages should be numbered.
- The header should be used to record the date and name of the pupil.
- Pupils are encouraged to use spell and grammar checker remembering that spell checks do not pick up incorrectly used homophones e.g. which, witch, their, there, whether, weather and the grammar check may not always recognise the complex sentence used for effect.

### **Approaches to Marking and Work Presentation Years 1 to 8**

- Only one colour ink to be used for marking by teachers.
- Written and oral comments can take the form of; open and closed questioning, verbal feedback, explicit feedback or instructions for next steps to be followed by the pupils, corrections or pointers to help the child self-correct or improve next time, encouraging pupils to reflect on their own work, encouraging pupils to reflect on their peers work, at all times the marking approach used should suit the nature of the task set and the age of the pupil.
- Feedback needs to be differentiated, based on the pupil's set targets and the objective of the lesson.
- Two stars and a wish

### **Aims for teachers**

- Create consistency in standards of presentation and marking.
- Ensure that the learning objective and marking criteria have been shared with the pupils.
- Mark work against the Learning Objective, Success Criteria and/or Targets previously set.



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- Provide written comments related to the learning objective that recognise achievement, are positive, realistic and indicate the next steps in their learning.
- Provide feedback for the pupil to facilitate improvement, to correct errors and to record success and effort.
- Provide time in lessons for children to reflect on the teacher's marking and comments and respond to them.

### **Assessment for Learning Focus Marking**

- Teachers ensure that they mark all work in accordance to progression towards the Learning Objective and most obvious errors.
- Focused in depth marking based on the 'two stars and a wish' format must provide constructive feedback for next steps and targets, this is solely to progress learning or address misconceptions
- All work must be acknowledged with at least a simple diagnostic comment.
- Mistakes in writing key works such as scientific terminology, days of the week, mathematical concepts must not be ignored. Errors could be addressed through supportive marking or by giving pupils further examples to work on in order to consolidate knowledge.
- Peer and self-marking must be acknowledged by the teacher with a question or comment.
- As it is ideal that work is marked daily, however, at times, this is not always possible. It is not acceptable to be more than two pieces behind in marking.
- All exercise books to be marked and available for book scrutiny by SLT or parents at parent meetings.

### **Handwriting and presentation**

- Pupils to be encouraged to follow the Work Presentation Policy.
- In case work does not meet standards, pupils will be asked to resubmit in correct format.
- Exemplary work to be shared in class and praised.
- Pupils who require assistance with cursive handwriting to be provided with practice worksheets.
- Where necessary, pupils should be provided with wider lined paper.



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### **Monitoring of the Policy:**

- Sampling of pupils' work will be carried out by the SLT.
- The work will be reviewed in relation to the policy to assess: consistency throughout the school, positive and diagnostic nature of comments, effects of the policy and comments on pupils' work.