🧠 **Thoughts of the Presentation of Student Work**

* Insisting on high standards of presentation is a powerful way of showing you care
* **You have to decide whether or not to make presentation a priority in your classroom**
* **Presentation is a reasonable proxy for levels of effort and engagement**
* **It’s an awful proxy for making inferences about what students have actually learned**
* High standards of presentation help foster a sense of pride
* Students who make an initial effort to present work neatly are more likely to continue to do so
* This paradigm works in reverse when students rush work or doodle in a new book
* **Mistakes are more likely to occur in work that’s rushed (e.g. SPaG errors in English)**
* It’s tricker for students to complete reflection tasks on work that’s hard to read or messy
* Messy or disorganised books are unlikely to be used at a later date

⛔  **Problems**

* **It’s harder for some students to write legibly and present their work neatly**
* Students like doodling and doodling has a long and glorious history (think: marginalia)
* Doodling prevents students from being fully attentive to you or the lesson itself
* Doodling can help to mitigate feelings of anxiety and this requires a balance to be struck
* **It’s impossible to monitor all of the books all of the time**
* Frequent challenges to poor presentation can make the problem seem more widespread
* Too much focus on presentation can distract you from assessing the actual quality of the work
* It’s really quite hard to sanction (and keep sanctioning) students for poor presentation
* Sanctioning and reminding students about standards of presentation can feel weathering
* **Accepting lower standards of presentation from some students is easy to do**
* **A variation in standards of presentation across classrooms makes it difficult for everyone**

✅ **Solutions**

* **Circulate as much as possible and look at as many books as you can**
* **Occupy a position in the room that gives you the best possible view of the class**
* Follow the whole-school presentation guidelines and remind students about them
* **Provide clear instructions about how you want information to be organised**
* Use your visualiser to show plenty of work and emphasise what’s been done well
* Ask students to consider what a student from another class would think about their book
* Be persistent in checking equipment at the start of each day in form-time
* Look at the one-page profiles of your students and make reasonable adjustments
* **Emphasise the ‘halo effect’ of high standards of presentation (and discuss the ‘golem effect’)**
* Keep a tally of students who fail to meet your expectations and precisely praise those who do