

Great Baddow High School - Presentation Policy

Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the students.
- To create a clear and consistent set of guidelines for the presentation of students' learning.
- To enable students to recognise that judgements are made about general ability and attitude on the basis of presentation that appears careless.
- To support students in establishing good practices that will help them to: organise their work; learn, process and store information, recognise how they are addressing targets and making progress; facilitate revision.

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

The teacher is the most important role model for presentation and high expectations and use the resources available e.g. on the Interactive Whiteboard – lines or grids to model good practice in presentation, literacy and numeracy.

- Model the accurate use of capital letters at the start of sentences and for proper nouns (NB. When writing individual words on the board only use a capital letter when writing a proper noun; otherwise write in lower case)
- All handwriting which is on display for the students – on the interactive whiteboard, books, flip charts, display – should be legible, consistently formed and neat.
- All students' work must be marked with feedback using the school's agreed marking and feedback policy.

Expectations for students

Use of pencils and pens

- Margins in books and on paper should be drawn in pencil if required.
- Blue or black pens should be used for written work (unless there are specific reasons for individuals to write in pencil). Green pens are used for response to marking and feedback.

Expectations for layout of handwritten work (see Appendix 1)

- Work is marked for literacy and corrections identified for students to respond to at the appropriate place in the work. Targets identified may be subject specific or literacy targets.
- The date is written at the top on the right and underlined.
- The title is written on the next line and underlined.

- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. **Do not leave a blank page.**
- Indent paragraphs: do not leave a line between paragraphs unless specifically told to do so by the teacher; sometimes this aids marking. (NB when word-processing you do not indent, and you do leave a line.)
- Draw one neat line through a mistake and start again – do not over-write.
- Make sure that hand-outs or paperwork are stuck neatly into your book in the correct place.
- Diagrams should be drawn with a pencil and ruler (as appropriate)
- (DIP & WIP Draw in pencil / Write in Pen)

If you miss work through absence, you should borrow a friend's book to copy up work missed and make sure that you ask for any hand-outs etc. from the teacher.
Taking care of books and work

- Do not allow books to be decorated with stickers or graffiti.
- Depending on the nature of the task, try to draft your work then check for content, organisation and accuracy. Rework as necessary, then write out neatly.
- Proofread all work for spelling, punctuation and grammar. Do not hope for the best - make sure your work is correct otherwise your marks and grades will suffer in all subjects.

Outcomes of Presentation Policy

- Students of all abilities are able to present their work to the highest possible standard, increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all students and adults.
- Clear, neat work supports learning, revision and progress.

Monitoring of Presentation Policy

Heads of Department and Faculty are to check students' work regularly in line with their monitoring calendar to ensure that the policy is being implemented consistently. This will form part of the monitoring process undertaken through the SLT link programme. HTC Reviewed by Governors' Curriculum Comm. Autumn 2015, Autumn 2017 To be reviewed Autumn 2019

Appendix 1 (example of 'handwritten work')

Use capitals correctly.

Write in paragraphs (DELETE)

January 7th, 2018

My New Year's Resolutions

Every year I make a number of new year's resolutions but this year I am determined to make sure I stick to at least some of them!

The most important one for me is that I make more of an effort to be nice to my family. Over Christmas I had to share a room with my younger sister because we had relatives to stay. She really got on my nerves and this caused quite a few arguments with my mum. I know that I should set an example because I'm older, but it was really hard!

Another resolution is to try to be better organised so that I have everything I need in the morning. This can also cause problems at home as I rush around like a mad thing trying to find where I left my books, PE kit, phone etc. I will try to pack my stuff the night before so that I can get out of the house without being stressed.

I think three resolutions is enough. My third one is to try not to eat as much chocolate as I have done over the last few weeks. Wish me luck!

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