



'Individual Growth, Individual People'

Head Teacher: Mrs M A Tyers

Presentation of Pupils' Work Policy

Reviewed December 2019

Presentation is an important part of children's learning. The quality of presentation reflects the pride a child has taken in their work. Each child should have a clear understanding of what is expected. The expectation should be as high as possible and appropriate to the ability of the child. This should develop a sense of pride and ownership.

Aims

- To establish high expectations and pride in everything we do, both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

Expectations for Staff

- Remember you are the most important role model for presentation and high expectations.
- All pupils' work should be marked in line with the feedback policy.
- Staff should ensure when sticking work/labels/headings into books that they are straight and cut to size.

Expectations of Children

The use of writing equipment needs to be linked to their developmental stage:

- **Explorer curriculum**

There is an expectation to use a wide variety of mark making equipment in a variety of contexts.

Adventurers and Trailblazer curriculum

There is an expectation that they will have developed their skills to use a more standard approach. For example, pencils or blue/black pens.

All pupils should be encouraged to do their best at all times and to take pride in their work.

Appearance of work.

General Appearance

- The use of worksheets should be kept to a minimum and should only be used if they contribute something to the learning or to support the children in presenting their work.
- Work presented in books/folders should be completed.
- All work should have a learning objective, the date, title and if in a folder their name. All work should be marked following our feedback policy.

Explorers Curriculum

- There will be a green learning journal with a plastic cover and a purple folder for assessments.
- All learning journals will have the pupil's full name, class group and title using a white label that is computer printed.

Adventurers/Trailblazers curriculum (non-accreditation)

- There will be subject specific books for the core subjects and a topic book.
- There will also be a clear folder for target sheets and comment sheets.
- All these books/folders will have the pupil's full name, class group and title using a white label that is computer printed.

- At the right developmental stage folder can be used if appropriate.

The colours of these books/folders are as follows:

English - yellow

Maths - blue

Science - red

Topic work - purple

NB These colours will be replicated in the subject co-ordinator's file.

Adventurers/Trailblazers curriculum (accreditation)

The presentation of this work will be in line with the requirements of the examination bodies. All these folders will have the pupil's full name, class group and title using a white label that is computer printed.

Vocational accreditation (AIM/asdan)

- These will be presented in a clear black plastic folder. Students may design their own front covers for these folders.

AQA

All pre work for maths and English AQA accreditation will be in the corresponding coloured book.

- These will be in a green ring bind folder using subject dividers.

Functional Skills

- These will be in a ring binder/book linked to subject colour.

ASDAN

- These will be in a black ring bind folder using subject dividers.

Quantity of evidence

The amount of evidence should clearly link back to the medium term planning and the timetabled sessions for these subjects. For example, if science is timetabled for once a week over a 12 week term there should be at least 10 pieces of evidence which may be represented by comments on comment sheets, photos or work.

Monitoring of this policy

The Senior Leadership team and subject coordinators will collect examples of books/folders on a termly basis to ensure the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, teaching and learning.