

*Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers



# Presentation of Pupils' Work Policy

## Reviewed November 2021

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.