

EASTBROOK SCHOOL



PRESENTATION POLICY

Secondary School

1. INTRODUCTION

The aim of this policy is to provide clarity of expectation to staff, pupils and other stakeholders. Good presentation of learning outcomes enables our pupils to be PROUD of what they achieve in their learning. When the policy refers to 'books' it is referring to whatever the form learning outcomes take in each subject and the presentation of those outcomes.

At Eastbrook we believe that the quality of presentation is the primary indicator of the care, attention and effort that has gone into a piece of learning. It gives its audience a first impression about its quality and content, and also the character of the person who created it. As such every teacher at Eastbrook insists on the highest standards of presentation from every learner.

2. GUIDELINES FOR THE PRESENTATION OF LEARNING OUTCOMES IN BOOKS

Guidelines for pupils

- Write in black pen and drawing in pencil.
- All work is dated. The date is written on the right of the page alongside the title. When work continues over two or more lessons, the date is inserted on the right-hand side of the next available line, at the point where the work continues.
- All lines that should be straight are drawn with a ruler.
- All titles, dates and sub-headings are neatly underlined with a ruler.
- Drawings and diagrams are produced to the highest possible standard. Preparation or 'rough' work is not done in the book.
- Mistakes are indicated by putting a single straight line through them.
- Handwriting is a clear and legible cursive script.
- Pupil response tasks are always completed in green pen.
- Books do not have superfluous markings or drawings on them or in them.
- Loose pieces of paper are disposed of once they have served their purpose. Any worksheets that must be kept either go into a separate folder or are stuck carefully into the book. They are always 'neat and complete' before this happens.
- A 'yellow sticker' is completed every six weeks prompting reflection on what has been learnt and what the next steps in learning need to be.

Guidelines for teachers

- Presentation is always an area of focus. Poor presentation is not to be accepted or overlooked.
- All written feedback reflects the expectations we have of pupils. It is neat, legible, and well presented.

Presentation



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