

CARDINAL NEWMAN CATHOLIC HIGH SCHOOL
PRESENTATION POLICY

AIMS & PURPOSE

- To ensure consistency throughout both key stages.
- To clarify how pupils' written work should be presented and to ensure a common standard is maintained across the curriculum.
- To ensure all pupils take a pride in the visual appearance of their work and understand that well presented work evokes a positive response in the reader.

WRITTEN PRESENTATION OF WORK

PENS/COLOURS	All pupils are to write with a blue or black pen. Drawings/diagrams/illustrations to be done in pencil. (Colour to be added appropriately with crayon/felt pen which does not stain or "bleed" through the pages).
DATE	Date to be written at top of page/start of new task on right hand side and underlined using a ruler. Use dd/mm/yy. Pupils studying MFL may be required to write the date in full in the target language.
TITLE	Each new piece of work should be appropriately titled and the title underlined with a ruler.
L.O./TARGETS	Any learning objectives/targets must be clearly defined either before or after the title using L.O./Obj/Target or other appropriate alternative.
END OF WORK	Work must be ruled off at the end using a ruler
SPACE WASTING	There must be economical use of books and paper. No wasted space in exercise books. A4 paper – both sides of paper to be used and if holed to start task with holes to <u>LEFT</u> . Use the lines as provided (no writing in the bottom space and always use the top line).
CWK/HWK	Classwork and Homework tasks must be clearly defined with subheading CWK/HWK either in the margin or at the start of respective task(s). Underline with a ruler
NUMBERING	Answers to questions / ordering of work using numbers. All numbers of work to be written <u>INSIDE</u> the margin
HANDWRITING	Handwriting must be legible with letters clearly formed. Pupils whose writing is very slow or poorly formed to be nominated for additional support (consult SEN team) and may be required to complete a handwriting programme. Pupils must write each line next to the margin with clearly defined paragraphs indented. Do not miss a line to indicate a paragraph

MISTAKES Mistakes must be crossed out with a single straight line – no scribbling out or excessive use of crossing out. No “Tippex” style products to be used. Corrections should be inserted as close to the crossing out as possible. An asterisk * and a note at the bottom of the page may be used if the correction will not fit in the space available. Erasers permitted for pencil work

DOODLING Graffiti/Doodling is not allowed on ANY written work

EXERCISE BOOKS

CONDITION Each book must have the pupil’s name, form, subject and name of subject teacher written on the front cover. Books are not to be defaced in any way. There is an obligation on pupils to take care of the exterior covers of exercise books, booklets and folders. If the appearance becomes unacceptable (stained/ripped/crumpled etc.) then the pupil will be charged an appropriate sum for a replacement. If a pupil needs to cover an exercise book the cover should be in no way offensive

WORK SHEETS All additional sheets of paper should be trimmed and glued neatly into exercise books beneath the appropriate title/L.O. and date. There should be NO loose sheets in exercise books (except where in current use).

LOST EXERCISE BOOKS/BOOKLETS/FOLDERS

LOST BOOKS When an exercise book/booklet/folder is lost an appropriate charge is made for a replacement by the respective Department. Carelessness and lack of responsibility for equipment will receive appropriate sanctions via Behaviour Watch and informing home.

EQUIPMENT

- Pupils MUST bring the following items to ALL lessons;
 - Pen (Blue or Black), Pencil, Ruler, Rubber, Planner
 - Appropriate text/exercise books/booklets or folders, plus any special requirements as for example, in Design, Technology, P.E., Art.
 - Planners must be used to inform home about repeated failure by a pupil to bring any of these items. Enter repeat offenders at appropriate level on Behaviour Watch.

CONCLUSION

The department should state where presentation forms an assessable part of a pupil's work. Each department should agree what will happen if work is presented below the standard expected of a given pupil. Similarly, rewards should be given where appropriate. It is expected that all staff will set high standards for the presentation of work. This is not just a matter for individual teachers or certain departments.

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