



Teaching, Learning & Assessment Policy

Head Teacher: Mr N Fisher
School Leads: Mrs C Natali / Mrs L Turner
Chair of Governors: Mrs J Johnson

Originator Date	July 2019
Review Date (Yearly)	July 2020

This policy has been reviewed and amended to take into consideration staff well-being.

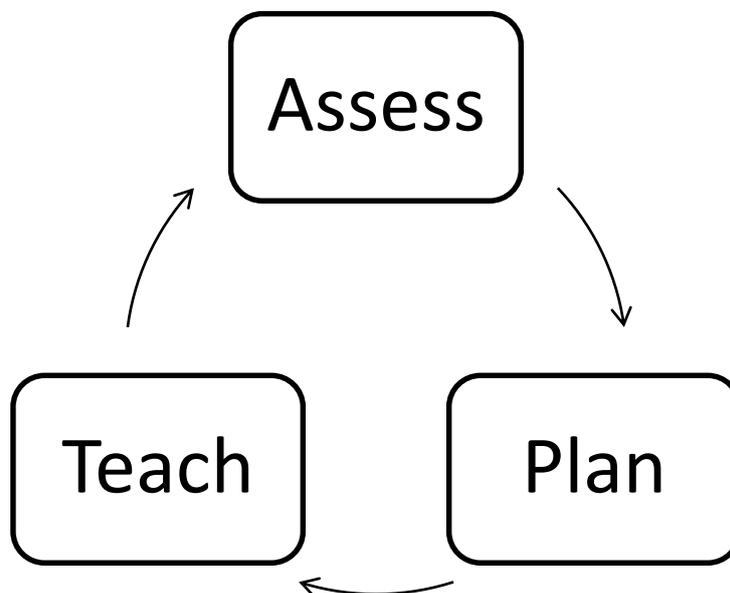
St Columba's Catholic Boys' School is a high achieving school. Our success derives from the high quality teaching, support from non-teaching staff and the importance placed by the school on teaching, learning and achievement.

The policy for teaching and learning was devised by the school community for the school community. This is reflected in the school's vision statement, which highlights that every member is valued for the contribution they make;

Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make. Every student is challenged and supported to achieve his best.

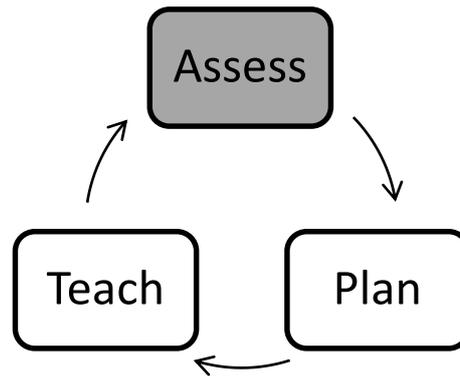
Feedback from teachers, students, support staff and governors was reviewed alongside extensive educational research to ensure the policy would challenge and support every student to achieve their best.

Our policy is based on a clear model, linking together the outcomes of assessment, with planning and teaching.



The policy sets out the expectations of teaching and learning at St Columba's whilst encompassing the minimum expectations as stated in the Teachers' Standards (see Appendix 1). It is important that our approach to teaching and learning is consistent so that *all* students can achieve their very best.

1. ASSESSING



Assessment takes on many forms. Formative assessment is designed to help a student learn by restructuring their understanding/skills. It helps learners by giving feedback at an early stage that can influence the future learning process e.g. marking, questioning, and verbal feedback

Summative assessment summarises what a learner has learnt at a particular point in time. It contributes to grades and gauges the student's ability to meet specified learning outcomes.

1.1 Summative assessment

1. Termly Test graded 1-9
 - a. In line with GCSE distribution curve (STC enhanced)
Grade 9 (3%); Grade 8 (7%); Grade 7 (10%); Grade 6 (15%); Grade 5 (20%); Grade 4 (20%); Grade 3 (15%); Grade 2 (5%); Grade 1 (5%); and Grade U (0%)
 - b. So at KS3 if you get an 8 you are on track for a GCSE 8
 - c. A Year 9 grade 8 would more challenging than a Year 8 or Year 7 grade 8
2. Grades are submitted by 9:00 am on the penultimate Friday of each term.
3. Data is collated and shared by the end of each term.
4. Report home shows
 - a. Grade for each subject per term (showing all for each subject over time – to show progress)
 - b. A2L grade for each subject per term (showing all for each subject over time – to show progress)
5. Posters are published celebrating success showing A2L grades 1 & 2
6. Targets are set using FFT20
7. Mock Exams
 - a. Year 10 after Year 11 GCSEs in June
 - b. Year 11 November/December & February (optional)
8. Parent's evenings – Spring Term

1.2 Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there

Assessment for learning strategies are useful to assess the progress students are making and to identify misconceptions.

Examples:

- Traffic light cards: To show understanding of a concept so far;
 - **Green** = I got it
 - **Amber** = still unsure; and
 - **Red** = haven't got a clue!
- Exit cards/passes: Students answer a question about the lesson or write down what they are unsure of and these can be used to inform planning, create groups for the next lesson, etc.
- Mini whiteboards: A quick way for quizzes, recall and reviews to see who understands and who does not
- Low stakes assessments, e.g. MCQ, 10QQ, etc.

1.3 Feedback

Constructive feedback will help students make significant and sustained gains in their learning.

Where a subject uses exercise books and/or files, chosen tasks or units will be marked using Whole Class Feedback.

Staff will review exercise books and/or assessments, then provide feedback during a dedicated Reflection Time session.

The feedback will encompass areas such as:

- What went well
- Areas of concern
- Common misconceptions
- Spelling, Punctuation and Grammar
- Presentation
- students to be praised

During the session, students will be given Reflection Time tasks to consolidate, develop or extend their learning. Tasks completed during the Reflection Time session will be identified in exercise books by a surrounding highlighted box.

1.4 Verbal Feedback

Frequent, instant and often corrective feedback is the most valuable feedback a teacher can give to the student. This may be directed towards an individual, or the class teacher may find it necessary, in their professional judgement, to offer instant verbal feedback to the whole class if wider misconceptions are seen.

1.5 Live Marking

Teachers may provide written feedback in exercise books during lessons in the form of live marking. In some subjects, answers and/or solutions will also be given frequently by the class teacher (either orally or visually, and sometimes found in text books to be used directly by the student). Class teachers may ask students to mark their own work, or that of their peers.

All feedback allows the student to reflect on their own learning at every stage of the learning sequence. Teachers may, if they choose, use additional code marking (inc. literacy codes – see Appendix 2 for examples) to highlight specific areas of feedback, e.g. P.O.W for presentation, double tick for an excellent piece, etc.

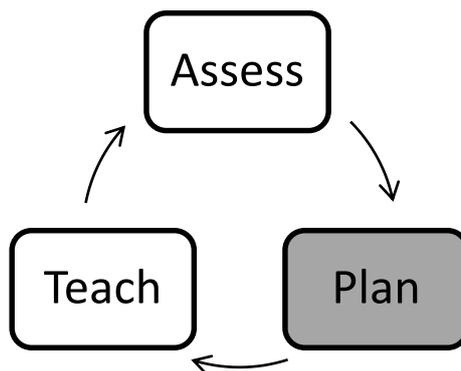
1.6 Peer & self-assessment

The aim of peer and self-assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning.

Students could, for example, be encouraged to write WWW / EBI when assessing their own work or their peers' work.

Colour of pen	What is it for?
Black	Everyday pen needed for class work, homework and written assessments
Purple	Used by teacher
Any other colour pen	Peer assessment, self-assessment, reflection tasks
(Yellow) Highlighter	Used to distinguish Reflection Time tasks from other classwork and homework

2. PLANNING



All lessons should be planned following the department's Scheme of Learning. Outcomes of formative and summative assessment should be used to help plan the lessons to ensure that the needs of all students are met.

2.1 Curriculum

All departments should have a Scheme of Learning (SoL) that is linked to the National Curriculum which allows all students to make progress. SoL should be updated on a regular basis in response to end of term assessments / GCSE results.

2.2 Homework

To support students learning, homework will be set in accordance with the homework guidance (See Appendix 3).

Homework tasks should be planned and where appropriate, set at the start of the lesson.

Students like to be set a variety of homework tasks, including;

- Questions
- Research
- Online homework – Doodle, GCSE Pod
- Reading
- Extended writing
- Past papers
- Learning/revision
- Prep – preparation for future lessons (reading ahead, learning new skills/ vocabulary)

All homework will be assessed. This can be done in a variety of ways, such as:

- Marked by the teacher
- Peer/self-assessment
- Orally
- By testing

It is the responsibility of the students to record their homework in their planners. Teachers will record all homework details on Sims and check that students have written all details in their planner.

Parents can check homework that has been set using SIMS Parent App.

2.3 **Support**

Every student at St Columba's Catholic Boys' School has a right to receive quality first teaching. It is our responsibility to ensure that their educational needs are met.

Ensuring inclusion involves setting suitable differentiated learning challenges, responding to students' diverse learning needs and working to overcome potential barriers to learning and assessment.

SEND

Information on students with SEND needs is available on SIMS. This information will be entered in mark books (teacher planner or Idoceo on iPad). Guidance on strategies for students with SEND needs are made available.

Information regarding these students should be indicated on seating plans (found in blue folder) and be available when lessons are observe.

The SEND department will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and guidance on the adaptation and provision of teaching resources.

Teaching Assistants (TAs)

The school will aim to assign TAs to support the teacher in meeting the diverse learning needs of students. In order to meet the legal requirements of students with EHC plans, these students will take priority with regards to the support provided by the TAs.

They will work with teachers both within the classroom environment and outside the classroom at the direction of the teacher.

It is the responsibility of the teacher to provide appropriate guidance to the TA. The teacher is responsible for the planning of learning.

There should be regular communication between teachers and TAs about how teaching can be structured to support student learning.

Higher Level Teaching Assistants (HLTAs)

HLTAs work closely with teachers, complementing their role to help all children develop and make progress. HLTAs can help support teaching and learning in many ways;

- Support students with SEND needs within the department and in specific lessons
- Liaise between the department and the SEND department
- Prepare resources for students, especially those with SEND needs.
- Work with the class teacher (and or HOD) to plan lessons for targeted groups or students who need specific support.
- Teach small groups or students who need specific support.
- Teach a whole group whilst the teacher supports targeted groups or students.

2.4 Differentiation and Challenge

All students enter the classroom with different abilities and experiences. Teachers should use all available data and information to plan lessons to meet the needs of all students.

Tasks, resources, instructions and support should be differentiated where necessary to ensure all students are challenged to reach their potential.

2.5 Growth Mind-set

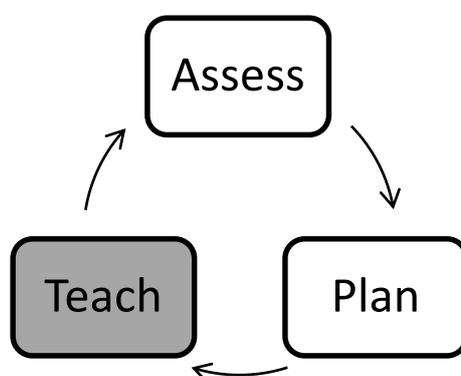
Teachers should promote the idea that abilities and intelligence are neither inherent nor fixed, but can be developed through dedication and hard work.

When planning and teaching lessons, teachers should encourage students to;

- Embrace challenges
- Persist in the face of setbacks
- See effort as the path to mastery
- Learn from criticism
- Find inspiration in the success of others

'... our studies show that teaching people to have a "growth mind-set", which encourages a focus on effort rather than on intelligence or talent, helps make them into high achievers in school and in life.'
(Carol Dweck, 2007)

3. TEACHING



In line with the Ofsted framework we do not advocate any particular teaching style. The most important factors are that lessons are engaging and students make progress.

Staff, students and parents will work in partnership to promote learning and achievement and to challenge underachievement.

3.1 Lesson objectives

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Understanding the objectives and the success criteria allows students to engage with the process of learning.

The objectives will be shared and may be revisited throughout the learning sequence.

3.2 Pedagogy

Outstanding lessons are difficult to define, but result in high achievement.

A review of 'What makes great teaching' (Coe et al 2014) revealed that pedagogical content knowledge and quality of instruction (including effective questioning) have the strongest impact of student outcomes.

There are no favoured teaching styles and it is no longer essential to have a three part lesson, however research has shown that including the following principles can result in improved student achievement;

- Review previous learning
- Present new material in small steps
- Ask lots of questions
- Provide models for problem solving
- Guide student practice
- Check for student understanding
- Provide scaffolds for difficult tasks
- Monitor independent practice
- Engage students in regular assessment

See Appendix 4 - Barak Rosenshine ten principles of instruction and suggested classroom practices

3.3 Resources

A range of resources may be used to encourage learning and to engage students. These may include:

- Mini whiteboards / pens
- Textbooks (hard copies or digital versions)
- Online resources / quizzes used on interactive whiteboard
- Video clips
- iPad (apps, camera)
- Visualisers

3.4 Presentation of work

Students must be encouraged to take pride in their work and ensure their work is presented to the highest possible standard at all times.

Students should be referred to the Student's Planner "Presentation and Homework" section when completing homework and classwork (see Appendix 5)

3.5 Challenging underachievement

Identifying and challenging underachievement is the responsibility of all staff.

Identification

- Teachers must familiarise themselves with relevant data as it becomes available on SIMS and 4matrix.
- Relevant data must be shared with students. Students should be aware of their current grades and target grades.
- Teachers must address barriers to learning which may prevent students from achieving, such as disruptive or passive behaviour or lack of confidence
- Teachers must be aware of SEND, EAL, and Disadvantaged needs as well as any social and emotional influences that may affect learning

Challenge

Subject teachers must:

- Talk to students about their learning in order to establish reasons for any underachievement.
- Put in place intervention strategies to close the gap between current grade and target.

Heads of Department must:

- Ensure Schemes of Learning and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Learning must be monitored. Schemes of Learning and assessment tasks must be reviewed and amended as appropriate
- Monitor and track the progress of individuals and groups of students against relevant data. Subject Leaders must liaise with Tutors, Head of Years and Line Managers. The use of 4matrix and Sims should allow for easier analysis of different groups of students
- Liaise with students, Heads of Year and Heads of Department and parents regarding actions to tackle underachievement

3.6 Behaviour for Learning

Behaviour for learning focuses on the positive behaviours which will help students understand the skills they need, what the teacher wants them to do and why this will help them to learn, rather than focusing on unwanted behaviours. (See separate BfL policy)

Our Core Strategies

Students are more likely to engage in learning if staff use a range of strategies and have:

- High personal expectations of every student and make these expectations the focus for learning;
- Apply rules, routines, sanctions and rewards consistently;
- Fairly deploy a range of techniques and strategies to deal with behaviour – verbal and non-verbal;
- Use the language of mutual respect;
- Avoid over reaction and confrontation;
- Adopt a positive approach to problem solving – group dynamics and individual behaviour can be changed.

3.7 Learning environment

- Classrooms will be kept tidy (students will clear and tidy their work area before leaving classrooms)
- Displays should be vibrant and stimulating.

4. SUPPORT

Every member of staff, in whatever role, has a responsibility to support students in their learning.

4.1 Role of Form Tutor

The tutor has an integral role in supporting students' learning and personal development. The role of the tutor is focused on teaching and learning. It does not revolve solely around administrative or pastoral tasks

The registration period is part of the school day and should contribute to the teaching and learning process in the school.

- Registration period is a formal occasion and silence should be maintained while the register is taken
- A morning prayer or reflection must be said during the registration period

Form tutors should use the time to;

- Check students have their planner and equipment
- Check to see that homework has been recorded and completed
- Celebrate– merits, good notes, rewards, accomplishments out of school
- Have a learning conversation about progress and any concerns
- Students must be engaged in meaningful activities during tutor time e.g. Right2Read

4.2 Head of Department

- The role of the Head of Department is to manage and monitor the teaching and learning within the curriculum area. To support this Heads of Department should refer to the Head of Department Monitoring Booklet.
- Any concerns from teaching staff with the academic progress of an individual student must be referred and discussed with the appropriate Head of Department
- Heads of Department will support the professional development needs of individual staff members within their curriculum area
- Heads of department will regularly monitor the teaching and learning and meet with line managers to discuss the evidence and outcomes.

Monitoring;

- Data trends after all assessments
- Work scrutiny
- Homework monitoring
- Learning walks
- Lesson observations
- Student voice

4.3 Heads of Year

- i) Heads of Years monitor and support the learning of all students. They work in partnership with Heads of Department, Form Tutors, teaching and support staff. They are available to discuss the academic needs of individual students.
- ii) Teachers may identify students whose academic performance is a cause for concern. Initially, this must be dealt with within the department. Form Tutors and Heads of Year will then liaise with the teacher and interview individual students in an attempt to address the problems. Targets will be set and progress monitored.
- iii) Heads of Year will collect information and monitor individual student progress in a number of ways:
 - Regular analysis of data using 4matrix and SIMS
 - Monitoring reports / round robins – teachers will give comments on identified student progress when required by Head of Years or SENCo
 - Report cards – completed by the teacher every lesson for identified students
 - Parents will be informed of student progress where appropriate

Heads of Year are responsible for the personal and academic wellbeing of all students within the year group. They work in partnership with parents, form tutors and classroom teachers and others in promoting the school ethos across the year. They are available to discuss the individual needs of any student within their year group.

4.4 Senior Leadership Team (SLT)

The SLT is responsible for the overall leadership, management and development of teaching and learning across the school. SLT will meet regularly with HoDs and HoYs to discuss teaching and learning and monitor data to track achievement and challenge underachievement.

4.5 **Academic and Pastoral Boards**

Academic and Pastoral Boards will be held each term to discuss progress, areas of concern, and interventions.

4.6 **Professional development**

All staff must take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (Teachers' Standards).

Professional development may include:

- Feedback from regular departmental monitoring
- INSET day training
- IN house CPD training
- External courses
- Sharing good practice CTA / SELSA
- STAR lesson – self review
- Coaching
- Read latest texts and theories around your subject
- Social media – Twitter
- Sharing of teaching and learning good practice
- Department development time

APPENDICES

Appendix 1 – Teachers’ Standards (July 2011)

Appendix 2 – Marking for Literacy

Appendix 3 – Homework Guidance

Appendix 4 – Effective teaching and learning research / strategies

Appendix 5 – Presentation of work and Homework

All resources including additional resources can be found in the Teaching & Learning area of the shared area on the school network.

Teachers' Standards

PREAMBLE

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- **communicate effectively with parents with regard to students' achievements and well-being.**

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

The Teachers' Standards can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/teachers-standards>

Marking for Literacy

Code	Code Meaning
SP	Spelling error – write out the correct spelling
CAPS	Capital letter missing or used in the wrong place
P	Punctuation error – check full stops, commas, speech marks etc.
//	New paragraph should start here
	Circle around any other literacy error - expression, subject/verb agreement, mix up of tenses etc...
Students should respond and correct all literacy errors you have highlighted.	

Appendix 3 – Homework Guidance

Learning takes place inside and outside the classroom. To support students, homework must be planned, meaningful and clear.

- I. Homework must be set regularly.
- II. A variety of homework tasks can be set, such as:
 - Questions
 - Research
 - Online homework – Doddle, GCSE Pod
 - Reading
 - Extended writing
 - Past papers
 - Learning/revision
 - Prep – preparation for future lessons (reading ahead, learning new skills/ vocabulary)
- III. All homework must be assessed. This can be done in a variety of ways, such as:
 - *Marked by the Teacher*
 - *Peer/self-assessment*
 - *Orally*
 - *By testing*
- IV. Students must be given clear written instructions of the homework task, deadline and how to complete the work. Minimum guided hours should be met.
- V. Students must be given time to record homework in their planners. Teachers and tutors should check that homework is being recorded.
- VI. Class teachers must record all homework on SIMS (including all 'Doddle' homework)
- VII. Parents can support home learning by checking homework that has been set on SIMS Parents App
- VIII. All students should spend a minimum of 30 minutes per day reading.

Minimum guided learning per hours per subject per fortnight (to include all forms of homework)			
Subject	Year 7&8	Year 9	Year 10 &11
English	2	3	4
Mathematics	2	3	4
Religious Education	1.5	1.5	3
Science	1.5	1.5	3
			(3 from below)
Triple Science	n/a		3
Geography / Leisure & Tourism	1	2	3
History	1	2	3
Languages	1	2	3
PE			3
Music	1	1	3
Design Technology	1	1	3
Art	1	1	3
Computer Science	1	1	3
Drama	1	1	3
	15	20	23
Daily Reading	0.5	0.5	0.5
	<i>Average 2.0 hours per school night</i>	<i>Average 2.5 hours per school night</i>	<i>Average 3.0 hours per school night</i>

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



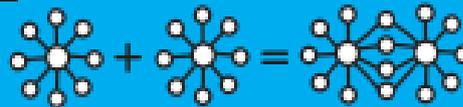
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



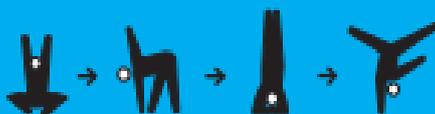
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 5 - Presentation of work and homework

Presentation of work is very important. Careless presentation can create a bad impression and distract your teachers from what you have to say. Harsh judgements may be made about your general ability – and even your attitude – if the presentation of your work appears to be careless.

- Dated with month written in full.
- All titles underlined.
- Handwriting legible and consistent.
- Capital letters – first letter in names and sentences and in key words and titles.
- Answers written in full sentences.
- All straight lines to be drawn with rulers.
- Full name on paper and exercise books. Do not deface your books with stickers or graffiti.
- C/W (class work) H/W (homework) at the start of each piece of work