



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Presentation Policy

Version:	2
Date created/updated:	1 st July 2025
Ratified by:	Local Governing Body
Date ratified:	1 st July 2025
Date issued:	2 nd July 2025
Policy review date:	July 2027
Post holder responsible:	Vice Principal

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Presentation Policy has been approved and adopted by Hagley Catholic High School Governing Body on 1st July 2025 and will be reviewed in July 2027.

Signed by LGB representative for Hagley Catholic High School:

G Taylor Smith

Signed by Principal:

J Hodgson



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Summary of changes

No changes have been made to this version of the policy



Definition of best practice:

Student books are most effective when:

- The books are organised and presented well from the start, where teachers have insisted on high expectations and reinforced these throughout the year.
- Clearly laid out books are regularly marked in line with the marking policy
- On going evidence within students books of feedback and student response to this feedback.

High quality presentation of work and implementation of this policy is the responsibility of all teachers.

Basic expectations

1. Inside the cover, books should have the school presentation expectations stuck in.
2. Clear titles to remind the student what the work was about will be evident for all pieces of work and underlined using a ruler.
3. All work will be dated, labelled hmk or cwk. These will also be underlined using a ruler.
4. The margin will be used for question numbers/letters
5. All writing will start next to the margin.
6. All writing will be done using blue or black ink.
7. All writing should be legible, of an appropriate size and a cursive style is desirable (joining up letters encourages students to think in letter clusters, helping spelling) with appropriate use of capital letters and full stops.
8. All diagrams, tables and drawings will be done using a pencil and a ruler
9. All errors will be crossed out neatly with one line using a ruler, correction fluid will not be used
10. Students are not to tear pages from their exercise books. Each piece of work will be ruled off prior to the next piece starting (the teacher can ask the students to leave space for assessment comments or unfinished activities).
11. Gap tasks feed forward corrections in response to marking will be done at the start of a lesson or a designated time and will have an appropriate subheading underlined.
12. Word processed work should be carried out in the class area on OneNote. Titles, dates and an indication of class work (cwk) and homework (hmk) should be clear.
13. Gap tasks feed forward corrections in response to marking will be typed in red font with an appropriate subheading underlined.

Subject policies

Each subject area has developed their own adaptations to the basic expectations outlined above. English will insist that students produce a 'best piece of work' in the first two weeks of the academic year which will enable students handwriting to be assessed and to set a standard that must not be lowered over the course of the year.

Marking, Assessment and Feedback

Marking Codes

Capital Letter	C
Full Stop	F
Spelling mistake*	Sp
Underline	U
Unclear expression	Exp
New Paragraph	//
Correct work	✓
Incorrect work	X

***NB key substantive and disciplinary vocabulary that is spelt incorrectly in an assessment must be spelt correctly three times at the end of the work.**

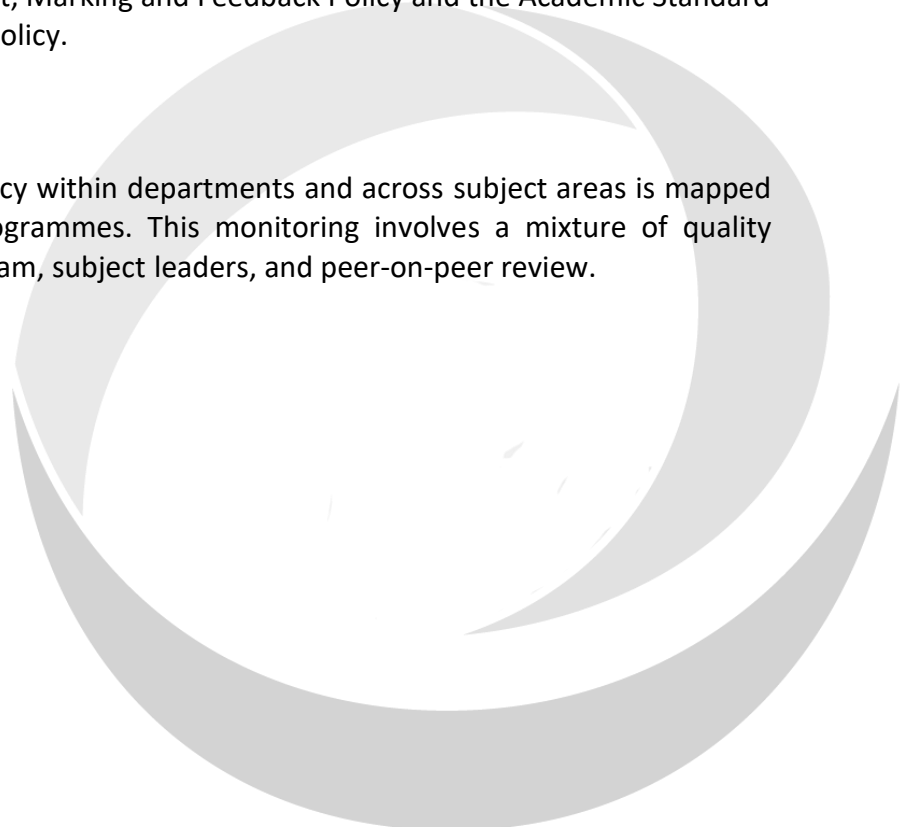
****NB** Departments will be able to add up to 2 codes at the end of the marking codes for subject specific needs. No more than 2 should be added and they must be used consistently across the department.

All students will be asked to stick basic expectations and marking codes into their books on the very first lesson they have in the subject. These will be photocopied by reprographics and available for staff to use with students.

This policy runs alongside the Assessment, Marking and Feedback Policy and the Academic Standard identified in the Behaviour for Learning Policy.

Monitoring

Effective monitoring to ensure consistency within departments and across subject areas is mapped into the school's quality assurance programmes. This monitoring involves a mixture of quality assurance from the Senior Leadership Team, subject leaders, and peer-on-peer review.



Appendix 1: Presentation Policy version for all student books

Student Book Expectations

Basic expectations

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