

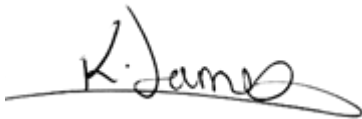


PRESENTATION AND LEARNING ENVIRONMENT POLICY

Purpose:	To inform all Stanborough School Staff and Governors
Approval Body :	Stanborough School Governing Body
SLT Lead Person:	Mr K James (Teaching and Learning)
Lead Governor for Policy:	Education Director

Date of Approval: March 2022 (pending ratification)

Proposed Review Date: March 2024

	
Kaz James Interim Headteacher	Pastor Brooks Chair of Governors

Relevant Documents:

- Teaching and Learning Policy
- Curriculum Policy
- SEND policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, in the Parents' portal, on the Staff portal, within the Parents Policies Folder in the reception area, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Board of Governors undertake a formal biennial review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

1. Introduction

The curriculum at Stanborough School encompasses all the learning experiences, which take place within it. The school aims to develop its pupils as autonomous learners and to allow them to fulfil their potential within a caring Christian framework. The curriculum will be dynamic and evolutionary and pay due regard to national legislation and local authority policy but will be principally guided by the school's mission and aims.

Stanborough School ensures that a broad and balanced curriculum is provided to its students, incorporating English, Maths and Science qualifications along with the provision of Religious Education teaching for 11 – 16.

2. Mission Statement

To develop the potential of every individual by providing the best education experienced in a Christian community within which all members may grow in faith.

To support our mission the curriculum will be coherent, have breadth and balance and allow for differentiation, progression and continuity. It will be proactive and show due regard to all aspects of teaching and learning experiences which facilitate the development of the whole person spiritually, morally and intellectually.

The Presentation and learning environment Policy

Member of Staff Responsible: The Headteacher

Principles:

All work done at the Stanborough School is valued as important. Good presentation of work is therefore a priority for both staff and students.

Aims:

Good presentation of work is important to encourage pupils to:

- Be proud of their achievements, by doing their best work and presenting it well
- Value every lesson
- Do their best quality work, in order to value their own learning
- Persevere with tasks until completed and aesthetically pleasing
- Respect the equipment they are given by using it with care

Roles and Responsibilities:

There is a shared responsibility for ensuring that care is taken in presentation throughout the School.

The role of the teacher and support staff is to;

- A. Have high expectations of students' work and the way it is presented
- B. Monitor pupil work and provide time for completing it
- C. Where a teacher or adult is scribing for the student, they should model good presentation by reminding students of expectations for presentation and finishing off work.
- D. Encourage students to edit their own work and provide strategies to help them present it properly.
- E. Role model presentation by ensuring their own writing is legible when marking and modelling/presenting to the class (or use a typed script if this is more suitable)
- F. Be aware of the presentation of their own work and the quality of resources they use

- G. Provide, where necessary, good quality equipment for pupils and explain how and when it is to be used.

The students' responsibility is to:

- Do their best work at all times and take pride in it
- Complete the work set on time
- Keep all books and work in a good condition with no scribbling, graffiti or doodling
- Respect the work of others
- Listen to and follow instructions for presenting work neatly
- Be correctly equipped for every lesson

The parent/guardian's responsibility is to:

- Ensure homework is completed neatly
- Ensure books are stored safely at home if required
- Ensure their child has a suitably sized bag to avoid work being damaged in transit between the school and home
- Ensure that their child is correctly equipped for school each day

Monitoring and Review:

All teaching staff will monitor the presentation and completion of work as part of their marking and assessment procedures.

Faculty Leaders will monitor presentation standards across the faculty as part of their monitoring. The Headteacher will provide support in doing this and monitor the standards set by Faculty Leaders.

Presentation will be commented on as part of any external reviews.

Link Governors and/or board members (such as the Curriculum Committee) will look at the presentation of students' work as part of their monitoring visits and will discuss this with Faculty Leaders.

Dissemination:

- This policy is shared with all staff at the Stanborough School. Copies of the Presentation Checklist can be located within each classroom. These may differ slightly for each faculty/department. For example, the Mathematics department require students to divide their pages before they complete any work.

Monitoring and Review:

This policy will be reviewed annually.

Appendix 1 (Teachers' checklist)

- All work should have a date and a title (optional), underlined with a ruler
- The learning objective (LO) should be written and underlined
- There is no expectation to write the outcomes, success criteria, Fundamental British Values (FBV) and spiritual emphasis in books, although this must be referred to.
- All written work should be in blue or black pen (or pencil for mathematics)
- Handwriting should be as neat and legible as possible
- All work should be valued and completed to the best of their ability
- Drawing should be in pencil unless directed by the teacher
- Mistakes should be crossed out neatly with a ruled single line
- Teachers are to mark in **RED** pen, students are to peer mark in **PURPLE** pen and students respond to any marking in **GREEN** pen.
- All loose work should have students' name and year group/set/class written on the back of the work. Wallets are provided to each student to store this work.
- There should be no graffiti either on or in students' books

Appendix 2 (Student check list which is to be displayed in every classroom)

I have used a ruler to:

- Underline the title of my work
- Underline the date
- Cross out any mistakes with a single line

I have also:

- Written as neatly as I can in blue or black pen
- Completed the work to the best of my ability
- Given a response to my teacher's or peer's marking (EBI's)
- Written my name and class on the back of loose work and stored this in a clear wallet
- Marked my peers work with a **PURPLE** pen and responded to any marking with a **GREEN** pen.
- Ensured my work is graffiti free.
- Drawn shapes/diagrams using a pencil (unless directed by my teacher).

Why Are Learning Environments Important?

The learning environment of a classroom is vital to progress and attainment and impacts students in many ways. A negative learning environment, or setting that adversely affects student learning, can affect students in many ways, such as low student achievement, poor behaviour, student anxiety, or depression. Staff are expected maintain a positive learning environment, or one that allows students to feel supported and confident as learners. The school wants its students to be hard workers and have high achievement levels.

What do we do to make the classroom-learning environment one where students thrive?

Elements of a Positive Learning Environment

1. **A Sense of order:** All students need structure and want to know that their teacher not only knows how to manage the classroom. It is the teacher's responsibility to provide clear behavioural and

academic expectations right from the beginning—students should know what is expected of them all the time.

2. **Planners:** These are to be placed on the desk at the start of the lesson, so that students can check their presentation throughout the lesson, refer to the stationary required in every lesson, refer to an update their targets, write their homework in and be reminded of the school's behaviour expectations and classroom code.
3. **Seating arrangements:** Teachers are now required arrange their seating to encourage more opportunities for paired and group discussion. As we have a broad range of abilities within each subject and most subjects do not have sets, a seating plan is devised to enable students to work with peers of an appropriate ability. This is also to ensure that all students with specific educational needs are being catered for.
4. **Peer and Self-assessment:** As feedback is essential for moving learning on, students will be required to peer, and all self-assess in every lesson. This will usually take place at the end of the lesson and teachers are required to devise a peer and self-assessment timetable to remind students when they will be marking work.
5. **Displaying students work:** Celebrating student success not only makes students feel good but also significantly impacts their memory, learning, motivation and other cognitive functions. It is an expectation that teachers create a 'wow Work' wall where excellent work is on display on display.