



Bookwork Expectations (Effective Immediately)

To ensure consistency and high standards across all subject areas — particularly for our high prior attaining students — the following expectations regarding student books are to be implemented and reinforced in every lesson:

1. Date and Title Presentation

- Every lesson must begin with the **date and title clearly written in pen**. There must not be pages left blank.
- Both should be **underlined with a ruler**.
- **Highlighters must not** be used to decorate or embellish titles.

2. Strong Starts

- Each lesson should begin with a **strong start activity**, ideally printed and ready on desks to minimise transition time. This will be glued into the book after completion.
- Exceptions to this must be rare and justifiable, for example, completing an exam question that wasn't finished in the previous lesson.

3. Self-Assessment

- Strong starts must be **self-assessed by students using a purple pen**.
- Where students have not self-assessed, teachers are expected to follow up immediately and address the non-completion.

4. Presentation and Standards

- **Doodling, scribbling or graffiti** in books is not permitted under any circumstances.
- Any such pages must be redone, with work presented neatly and re-glued into the book.

5. Use of Worksheets

- Any **worksheet or exam question** completed by students must be either **peer-assessed or self-assessed** before being glued in.
- Sheets should be sized to **fit neatly on a single page of A4** where possible, avoiding the need for folding.

6. Assessment and Feedback

- Following **Essential Knowledge Checks (EKC)** or **summative assessments**, a **feedback sheet** must be glued into books, in line with departmental policy.
- This feedback must be followed by **explicit teacher instruction** and **re-teach tasks** directly linked to identified gaps in learning.
- Students should complete re-teach tasks in **purple pen**, and these must be reviewed before the curriculum progresses further.