

Highfields State School



Book Work Policy

Rationale

High level of personal presentation of written work is a valued skill and is often seen as a demonstration of organisational and presentation competence. It reflects a student's willingness to take responsibility for their own learning. It also serves as a vital avenue for developing student pride in their work.

Book work presents the visual face of the teaching learning process and reflects commitment to quality outcomes from the effort given.

This book work policy aims to set out the acceptable standard for book work presentation. When adhered to, it will assist students to develop organisational and presentation skills and positive attitudes which will lead students to have pride in their work. It will also provide a positive reflection on what happens in classrooms.

General Guidelines

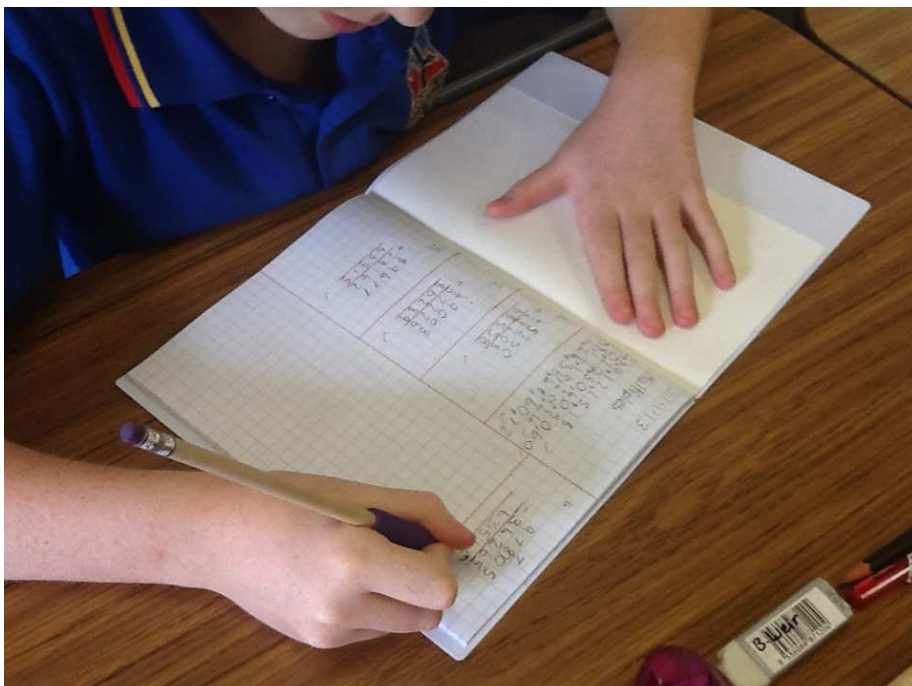
Role of the Teacher

- Maintain high standards for the presentation, setting out and legible handwriting for students at all year levels through explicit instruction.
- Promote correct posture, pencil grip and use of materials.
- Teacher modelling of excellent handwriting and presentation of board and book will take place
- Provide evidence of checking and marking student work by providing written feedback. Initial and date using pen. Ticks / comments / corrections / initials / stickers / stamps / corrections should be clearly visible on students' work and weekly homework.
- Encourage student self-evaluation.
- Use and display handwriting charts, alphabet charts and 'setting out' exemplars.
- Celebrate with and reward students who do well and/or provide consistent effort to improve.
- Teachers will present bookwork to the Principal, Line manager, HOC or admin
- Promote the implementation of the school proof reading guidelines.

Role of the Student

These items apply to all year levels.

- To use upper and lower case letters correctly.
- To reflect upon corrections and respond to teacher feedback as required.
- To ensure that books are maintained with covers neatly labelled with student's name, year level and subject.
- To refrain from the use of graffiti, drawings and scribble inside books or on covers of books, rulers, pencil cases and other equipment.
- To follow the school proof reading guidelines.
- To ensure correct posture and pencil grip.
- To form letters correctly with consistent spacing, size, slope and alignment.
- To use all lines on each page before moving to the next consecutive page unless specified by the teacher.
- To ensure all pencils are sharp and of suitable length to hold.
- To neatly cross out errors (no correction fluid/tape).
- Consequences may result from the presentation of unsuitable bookwork eg re-writing in students' own time.



Prep to Year 2 Guidelines

Handwriting lessons	Two lessons per week
Margins	Not required
Date	Prep –Year 1 date stamp or teacher to write the date. Year 1 to transition to writing the date in Term 4. Year 2 – write own date for each new piece of work.
Title	Exposure to titling work in Prep – 2 with transition to titling work by Term 4 Year 2
Style	P-1 Queensland beginners script Year 2 – entries and exits with joining by the end of Term 4
Borders	Nil
Underlining	Year 2 to rule off after work
Pages	Use each page completely and consecutively unless specified by the teacher
Corrections	Mistakes are to be rubbed out or one line neatly drawn through them School proof reading guidelines to be implemented
Felt Pen	As directed by the teacher
Book Covers	Encourage exercise books to be covered Identifying labels to be determined by the teacher
Loose Sheets	Neatly glued in scrap book or exercise book or placed into a folder Names written on each sheet Prep Christian Name with Year 1 transitioning to use Christian Name and Surname by end of Term 4
Writing Instruments	Pencil at all times

Years 3 to 5 Guidelines

Handwriting lessons	Two lessons per week
Margins	<p>Standard ruler width or measured 2 cm from horizontal line at the top of the page to that at the bottom.</p> <p>Lines are to be ruled across the top and bottom horizontal lines of the book.</p> <p>Lines are to be ruled in pencil or red pen.</p> <p>Margin may be omitted where columns are required eg spelling and number facts.</p>
Date	At the beginning of each section of new work.
Title	At the top of the page or new section. Students to leave a line, rule off and then commence work in this section. Titles to be underlined.
Style	<p>Queensland cursive script</p> <p>Queensland beginners script at the request of the teacher</p>
Borders	Accurately measured and drawn
Pages	Use each page completely and consecutively unless specified by the teacher.
Corrections	<p>Mistakes are to be rubbed out or one line neatly drawn through them.</p> <p>Student corrections should have ticks and initials of appropriate size. If incorrect it should be left blank, or circled. The type of signatures (initials), conferencing notes and acceptable comments should be appropriate, as instructed by the teacher.</p> <p>Feedback provided by teacher regarding the content (work completed) of the book will be evident (eg. work marked and commented on, suggestions for improvement).</p> <p>School proof reading guidelines to be implemented.</p>
Book Covers	<p>Encourage exercise books to be covered.</p> <p>Each book is to be neatly labelled with the student's name, year level and subject use.</p>
Loose Sheets	<p>Work completed on loose sheets should be retained in plastic display folders or neatly glued in the subject exercise book.</p> <p>Christian Name and Surname to be written on each sheet.</p>
Writing Instrument	<p>Pencil at all times (depending on student skill and teacher discretion).</p> <p>Pencil used in Mathematics at all times.</p>

Years 6 and 7 Guidelines

Handwriting lessons	Two lessons per week
Margins	<p>Standard ruler width or measured 2 cm from horizontal line at the top of the page to that at the bottom.</p> <p>Lines are to be ruled across the top and bottom horizontal lines of the book.</p> <p>Lines are to be ruled in red pen.</p> <p>Margin may be omitted where columns are required eg spelling and number facts.</p>
Date	At the beginning of each section of new work.
Title	At the top of the page or new section. Students to leave a line, rule off and then commence work in this section. Titles to be underlined.
Style	<p>Queensland cursive script</p> <p>Queensland beginners script at the request of the teacher</p>
Borders	Accurately measured and drawn
Pages	Use each page completely and consecutively unless specified by the teacher.
Corrections	<p>Mistakes are to be rubbed out or one line neatly drawn through them. No liquid paper or correction tape is to be used.</p> <p>Student corrections should have ticks and initials of appropriate size. If incorrect it should be left blank, or circled. The type of signatures (initials), conferencing notes and acceptable comments should be appropriate, as instructed by the teacher.</p> <p>Feedback provided by teacher regarding the content (work completed) of the book will be evident (eg. work marked and commented on, suggestions for improvement).</p> <p>School proof reading guidelines to be implemented.</p>
Book Covers	<p>Encourage exercise books to be covered.</p> <p>Each book is to be neatly labelled with the student's name, year level and subject use.</p>
Loose Sheets	<p>Work completed on loose sheets should be retained in plastic display folders or neatly glued in the subject exercise book.</p> <p>Christian Name and Surname to be written on each sheet.</p>
Writing Instrument	Writing is to be done in pencil until such time as the teacher approves the use of pen.

Year One to Seven: Editing Key

Use your red pen to check.

Error	Example
Spelling mistake	I sit on my chare. <i>(wavy red line under 'chare')</i>
Punctuation	He went to the house? ^P ^P will you give me the pencil please?
Space needed between words.	I have a pet kitten. <i>(red vertical line between 'a' and 'pet')</i>
Add a missing word or words.	Have you seen ^{my} library books? <i>(red triangle under 'my')</i>
Take out a word or words.	We are going to to the pool.
Start a new line	Come and play at my house. ↳ My Mum will take us to the pool later in the day.
Start a new paragraph	He shared his lunch with the new boy. [Later that week, the rain started to fall heavily.
Word or sentence doesn't make sense.	I have a ^G went puppy. <i>(wavy red line under 'went')</i> He walked into and ^G over the shed. <i>(wavy red line under 'and')</i>
Change the order of words or sentences.	Come to house ^{my} for tea tonight. <i>(red arrow pointing from 'house' to 'my')</i>