



# Middlemount Community School

## Bookwork Policy

### Rationale

A student's book is a record of learning. It provides evidence of learning for the student, teacher and parent and it enables a student to review and reflect upon learning. It should reflect high expectations of that student's learning, effort and engagement, in a context where our prime objective is to improve student learning outcomes.

At MCS, we expect:

- High levels of presentation for all work
- Correction of all work
- Regular feedback
- Repeating of work not up to standard
- Work routines and standards are constantly emphasised and reinforced

### Teacher responsibilities

- Expect high standards
- Explicitly teach skills and routines required for high quality book work.
- All work must be marked.
- Teachers must recognise that feedback is the most influential factor in learning. Regular feedback must be given. There must be evidence in student books of specific, improvement focussed feedback being given, whether verbally or in writing.
- Model high standards of presentation on the whiteboard. Board should look the same way as the students' books. Teachers should model using the correct equipment to draw diagrams, shapes, lines etc.

### Student responsibilities

- Take pride in producing high quality work
- Bring books and equipment every day/lesson
- Adhere to guidelines for bookwork
- Listen to or read feedback and apply

### Parent responsibilities

- Provide appropriate equipment
- Check student work when books are at home
- Encourage high expectations

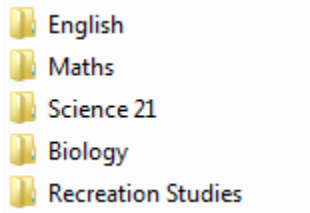
## Bookwork Expectations

	Prep	1-2	3-4	5-6	Junior Secondary	Senior Phase
Students are to have a separate book for each subject.						
	Pencil	Pencil	Pencil	Pencil/Biro (with approval) Blue or black biro or pencil only	Pencil/Biro Blue or black biro or pencil only	Pencil/Biro Blue or black biro or pencil only
<b>General guidelines</b>	<p>Date</p> <p>Handouts glued in at relevant places.</p> <p>Work must follow on consecutive pages.</p> <p>Use year 1 lines from term 4</p>	<p>Date</p> <p>Margins (from term 3 Year 1)</p> <p>Headings/titles</p> <p>Work ruled off at the end of lesson (from term 3 year 1)</p> <p>Work must follow on consecutive pages.</p> <p>Handouts glued in at relevant places.</p>	<p>Date</p> <p>Margins</p> <p>Headings/titles underlined</p> <p>Work ruled off at the end of lesson. Work must follow on consecutive pages.</p> <p>Handouts glued in at relevant places.</p> <p>Expose year 3 to year 4 blue ruled lines from term 4.</p>	<p>Date</p> <p>Red margins</p> <p>Headings/titles underlined</p> <p>Students are to be introduced to writing the lesson goal or success criteria</p> <p>Work ruled off at the end of lesson. Work must follow on consecutive pages.</p> <p>Handouts glued in at relevant places.</p> <p>Diagrams, charts, graphs are to be constructed using appropriate equipment, ie. ruler, compass.</p> <p>Errors are erased or ruled out with a single line</p>	<p>Date</p> <p>Red margins</p> <p>Headings/titles underlined</p> <p>Students are to write the lesson goal or success criteria in books</p> <p>Work ruled off at the end of lesson. Work must follow on consecutive pages.</p> <p>Handouts glued in at relevant places or stored in a display folders.</p> <p>Diagrams, charts, graphs are to be constructed using appropriate equipment, ie. ruler, compass.</p> <p>Errors are erased or ruled out with a single line. Correction tape may be used.</p>	<p>Date</p> <p>Red margins</p> <p>Headings/titles underlined</p> <p>Students are to write the lesson goal or success criteria in books.</p> <p>Work ruled off at the end of lesson. Work must follow on consecutive pages.</p> <p>Handouts glued in at relevant places or stored in a display folders.</p> <p>Diagrams, charts, graphs are to be constructed using appropriate equipment, ie. ruler, compass.</p> <p>Errors are erased or ruled out with a single line. Correction tape may be used.</p>
<b>Maths</b>		Grid books used to support setting out. (1 digit per box).	Grid books used to support setting out. (1 digit per box).  Equal signs directly underneath each other.  Responses to Word problems are expressed in words.	Correct setting out (Formula; equal signs directly underneath each other; answer underlined; units included where appropriate)  Responses to Word problems are expressed in words.  "You Do"/Independent practice activities to be worked in columns.	Correct setting out (Formula; equal signs directly underneath each other; answer underlined; units included where appropriate)  Responses to Word problems are expressed in words.  "You Do"/Independent practice activities to be worked in columns.	Correct setting out (Formula; equal signs directly underneath each other; answer underlined; units included where appropriate)  Responses to Word problems are expressed in words.  "You Do"/Independent practice activities to be worked in columns.

# Laptop Expectations

Students are to set up files in the H drive as follows:

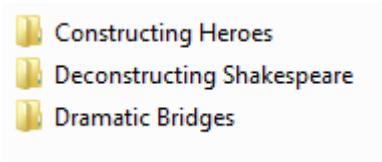
## Folders for each subject



Folders should contain:

- Semester overviews
- Sub Folders

## Sub-folders for each unit named with the unit title



Each sub Folder should contain:

- Assessment tasks sheets
- Notes (named by topic and week of term)
- Resources provided by teacher (named by topic and week of term)
- Research notes and additional materials

## Student Notes

- All work is dated
- Headings are used to identify notes from activities/questions
- Worksheets and documents given by teachers must also be named by week and title which identifies subject matter.

