

Checklist for Student Work

This document provides a list of things students should be including in their work in each subject. Working with students to check that these features are present is a way of ensuring that the work is produced is of a good standard.

Work in **all** subjects should be neatly presented and legibly written. Students should proof-read written work for the 'core four': capital letters; paragraphs; punctuation; apostrophes. Subject specific focuses are listed below.

CORE SUBJECTS

English

If an extended piece of writing, check for the following:

- That some kind of planning has taken place ahead of the writing;
- That work is suitably presented with heading and date underlined;
- That the work has been proofread so that the student is presenting work as accurate as possible.

Maths

Are diagrams and graphs fully and clearly labelled?

Is working shown?

Is the question fully answered?

Do final answers have units where necessary and full sentences where explanations are requested?

Do answers make sense in the context of the question? E.g. Is a real world answer of a sensible size?

Science

Presentation:

Written work is legible and coherent and organised into relevant topics or required practicals. Where full sentences are required, they are structured appropriately, using scientific terminology. Graphs are presented with labelled axis, consistent scales, drawn in pencil, etc. and calculations are clearly laid out, steps are shown, units are added.

Content:

Key learning and key words are highlighted and definitions are included. Written work is proofread and clearly evidenced.

HUMANITIES

Geography

In extended writing, students should be using "PEEL" paragraphs (Point, Evidence, Explanation, Link):

- i. Is the writing well-structured?
- ii. Are key words in the question being linked to? Are geographical key words relevant to the topic being used throughout?
- iii. Is specific evidence being used to exemplify the point being made (e.g. place names, statistics etc.)?

Presentation of maps, graphs and diagrams should always be in a box, drawn in pencil (writing in pen). They should always have a clear title and, as appropriate, some/all of the following: Axes with units given; a key; a scale; a N arrow.

Importantly, students should be learning and testing on topic key words. When away from home or watching TV with you, encourage them to use these in discussing issues or the world around them.

History

Are extended answers planned out before writing? Are provided planning resources being used?

Are students using “PEEL” paragraphs (Point, Evidence, Explanation, Link):

- i. Do the first and last sentence of the paragraph directly address the question. Are key words in the question are being used to ensure a tight focus?
- ii. Is there specific historical detail to support the point being made? (Key facts; Who? When? Where? quotes; statistics)

Religious Studies

In written work, students should be fully explaining their point to gain the marks on offer. Examples should be given and points justified. This is especially important in 12 mark questions where arguments for and against are needed before a conclusion.

Students should be keeping up to date with the news via BBC on-line particularly focussing on issues relating to crime, forgiveness, war, peace, poverty, prejudice and discrimination and relationships.

MODERN FOREIGN LANGUAGES

Students should be learning vocabulary as it arises, after every lesson, whether set as homework or not. They need to be able to spell it, understand it and, importantly, speak it. When pupils complete a written task, they need to:

- Use their textbooks / vocabulary books to help them complete it.
- Proofread carefully for accuracy, e.g. spelling, word order, verb/adjective endings, and for meaning, i.e. do the sentences written actually make sense? Is there logical progression to ideas or is there contradiction?

OPTIONAL SUBJECTS AFTER YEAR 8

Art

- Drawings completed from direct observation and not from photographs. Avoid drawing directly from phone screen.
- For research: annotation showing observation and understanding of artist methods and techniques.
- Research - explaining how the artist documented relates to their own ideas.
- Research – explaining how an artist be used to further their own idea development.

Business Studies

Check students are fully explaining their points and not assuming that the reader will fill in the blanks. This can include making explicit use of case study examples and highlighting their importance to the answer. In the vast majority of cases the answers can be linked back to the potential impact on business costs, sales revenue and ultimately, profits.

Computer Science

- Check students have made use of relevant online resources on the shared drive as indicated by the teacher.
- Check student has planned to complete the work in advance to ensure access to the right technical resources to complete the homework in a timely fashion.

Design and Technology

- Check students have proof read their work in their homework booklet and if work is completed within the stated time, that they have attempted the extension task.
- Check students regularly review the information in their homework booklet and are learning the keywords in the glossary at the back.

Drama

Students should be using subject-specific vocabulary in verbal evaluations in Years 7-8 and written in Year 9 up. A list can be provided by the department.

Latin (Years 10 and 11)

Students should undertake two or three 30 minute revision sessions each week using the vocab list provided and relevant grammar tables in the back of their text books. Once literature has been studied in Year 11, students should be learning their translations and commentaries by heart.

Music

KS3

- Ensure students are making use of practise time either at home or in the music department at break/lunch.
- Do students have access to an instrument at home? If not a real instrument, do they have access to a virtual or online keyboard which can be used for practising classwork?

KS4

- Test students on their learning of historical and contextual knowledge.
- Ensure students are practising their instrument/voice at least 5 times per week for 30 minute slots.
- Check that students are annotating their scores with the knowledge learned in class. Are these notes legible, colour coded, easy to revise from?