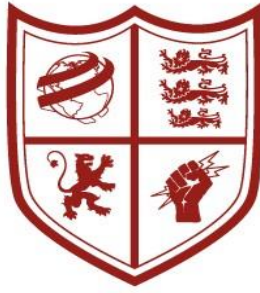




Stretford
Grammar School
Aspirat primo fortuna labori

Presentation Policy

Ratified by Governors: December 2022



Presentation Policy

Member of staff with overall responsibility: Mrs. E. Baxter

Gov. Body Sub-Committee with reviewing responsibility: Standards and Curriculum

Aim

- Students take pride in and value their work
- Students produce their best work in all subjects
- Staff and students have an agreed set of principles for the presentation of work

The role of the teacher

- Have high expectations of students' work and how it is presented
- Remind students of the expectations for presentation of work
- Ensure that agreed standards of presentation are adhered to and take action where this isn't the case
- Ensure that work is completed and checked before handing in
- Ensure that where students act on feedback on their work, this is carried out usefully and clearly

The role of the student

- Take pride in their work and always produce their best work
- Make sure all work is completed
- Bring the correct equipment to all lessons
- Follow instructions when responding to feedback on work
- Ensure that books and files/ folders are free of graffiti/doodling

Process

- All work should have a date and title underlined with a ruler
- Work should be written in blue or black pen
- Diagrams, drawings, graphs, charts should be in pencil unless otherwise directed
- Mistakes/errors should be struck through with a single line
- Work that doesn't meet these standards is repeated

- Students should be encouraged to respond to feedback on their work in a different colour from the original submission
- Loose sheets are glued into books

Students are expected to have the following equipment with them in school:

- A pencil case
- 2 pens including at least one black and one of a different colour, for example, green
- 2 pencils
- An eraser
- A ruler
- A scientific calculator, compass and protractor
- A glue stick
- Highlighters

Examples of well-presented work with agreed standards:

- Black or blue ink
- Title and date underlined with a ruler
- C/W or H/W in the left hand margin to indicate classwork or homework
- Clear, well organised layout of work
- Diagrams and labels drawn in pencil and with a ruler
- Response to feedback/additions/edits and corrections in a different coloured pen

Booklets: increasingly, particularly at KS4 and KS5, staff are developing booklets for use with students. Within these, the same agreed standards apply.

Possible meanings of the noun 'Exposure'

- To reveal, to be covered or uncovered
- ~~Not~~ Vulnerable or unprotected - link to poppies because she goes out into the cold without a coat
- Link to exposure in WP

Significance of collective pronouns 'ours', 'us'

- Collective sense of unity
- Togetherness, they are fighting against the enemy as a whole

What is the enemy?

- Mother Nature - 'Her melancholy army'
- Also the weather - freezing cold, snow. Personifies weather to make it the enemy
- Fricative represents the snow

Which ~~words~~ create a semantic field of tension and expectation?

- 'waited'
- 'salient'
- 'but nothing happens'

Why is it ironic that dawn is described as being 'poignant misery'?

- Dawn is associated with being a new start and that things will change for the better
- Daymaroon

Snow - cruel and vicious, fricative/personified

- Snow is usually representative of purity
- 'Black with snow', extremely paradoxical
- Fricative to personify the snow.

Remains:

- "Probably armed, possibly not." Repetition, feels guilty
- Colloquial language, "legs it," emphasises how real it is
- "We get sent out," infers that they didn't have a choice
- He can't escape the guilt and memories. The drink and drugs didn't succeed.

Medias res - begins in the middle of something

Remains and War Photographer Comparison:

- Both poems include "The idea of home".
- A loss of control to their everyday lives.
- Feel that they don't belong
- Image of death and injury play so frequently in their minds
- Both lost their peace of mind
- They are displaced
- In Remains there is nobody to help him, in War Photographer he keeps travelling as he feels he doesn't belong in 'normal' society (rural England)
- In Remains, there is a physical loss of the looter's life, but an abstract loss of the soldier's serenity/peace of mind
- Each fragment of memory is flowing together messily - in both poems.
- A Hedge phrase "sort of" reflects how he can't believe it / is in denial.
- Remains - nobody else blames him, but he blames himself. He shows anger towards the fact that he will never know if the man was armed or not
- Brutal and visceral ~~on language~~ description of the "guts" is later contrasted with the soldier's Sincerity
- In both poems they feel displaced
- "Round as it rips" is an onomatopoeia, you can hear the sound.
- In both poems there is a loss of dignity, humanity and faith
- Loss in WP has nothing to do with him, but the loss in Remains has everything to do with him, but they are both affected.

LO: Examine how structural devices impact on the effect of a poem

Beacon - Toussaint L'Ouverture

- Beacon of hope - you can't miss him.
- a vital message that needs to be told.
- someone to follow.
- Fire: passion, desire, fighting back, light

In checking out me history, Agard is trying to provide change and outrage the people who read his poem. Telling them that something has to change in order everyone in this world to be accepted. He explores the ideas of how the system leaves out important figures in history based purely on their race or gender. When he says 'Bandage up me eye with me own history' he uses the poetic skill of imagery to get the reader thinking about his choice of words. It shows that he is opening up lots of ideas about being bandaged. It is when he uses the word 'bandage' because, for me, it tells me that he was only being told what white people wanted him to hear about 'their' history. The idea of a bandage also being white shows that he felt as if he was white instead of his history. The reader might feel a sense of anger at the fact that John Agard mentions being hidden away from his history never told about it purely due to the fact that he was black, important figures in his history were black and that the white people only wanted people to hear about other white people.

CW

Women

9/12/20

L/O: To explore the gender focus of the story and its authorial purpose.

- She doesn't have support at home.
- Taliban's misogynistic rules.

These are both 'push' factors. A 'pull' factor might be that France seems happier than Afghanistan. Most 'pull' factors are also associated with money.

Dear Nooria and family,

We are delighted to hear you are visiting and getting married here. You will be glad to hear that the wedding will be taking place at the blue shrine in Masjid. We are also buying a green cloth for my mom to make a shalwar kameez for Nooria. At least, when we get the measurements! We will be looking forward to see you. I wish you good luck in your very dangerous journey.

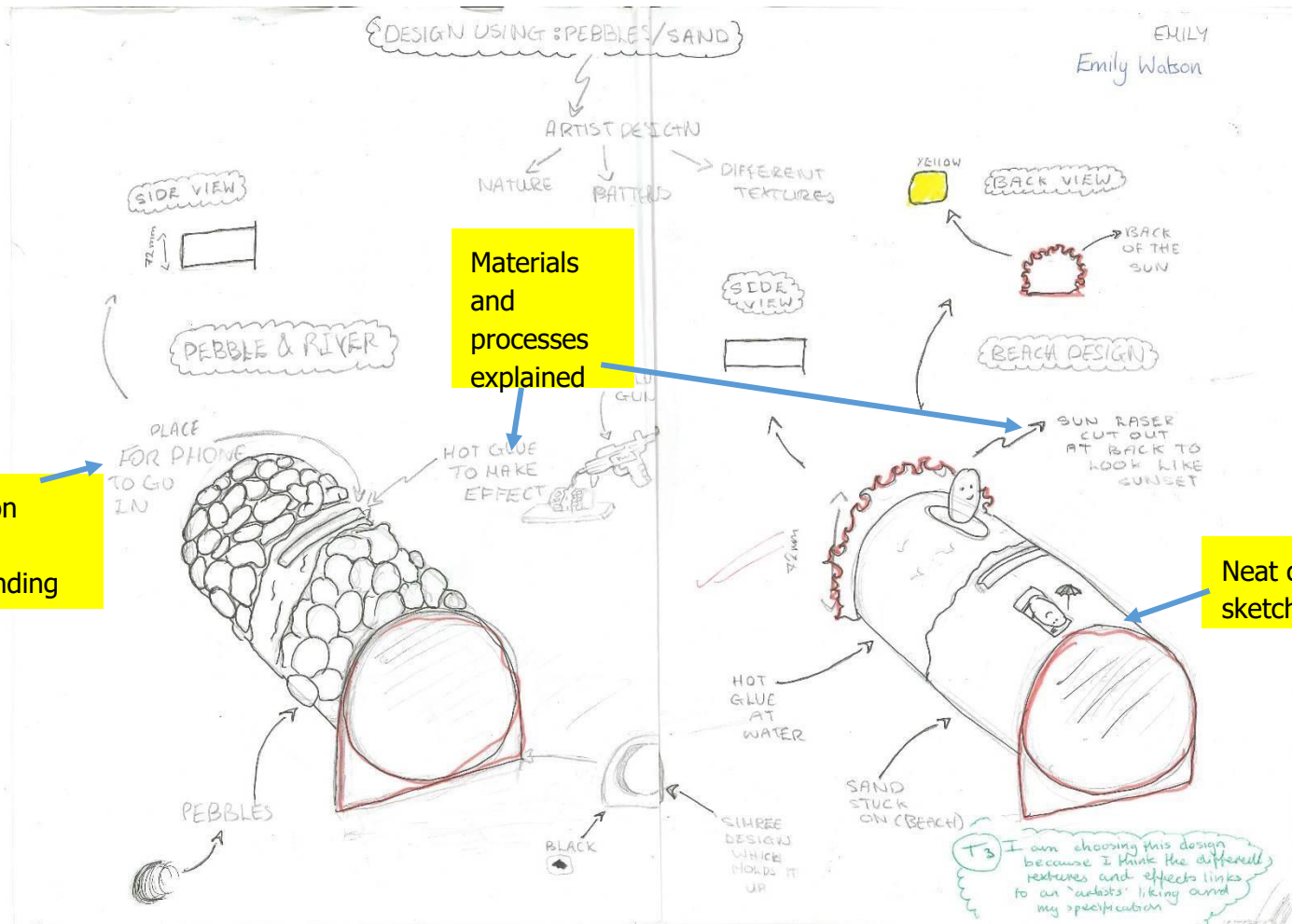
Yours sincerely,

Dodé Khuda

Great book

Dodé / H. bba.

Design and Technology Presentation Examples



Annotation helps understanding

Materials and processes explained

Neat clear sketches

Final concept carefully shaded and neatly presented

