



HOLY ROSARY RC PRIMARY SCHOOL

Behaviour Curriculum Handbook



Behaviour Curriculum

*"I have come that they may have life
and have it to the full."*

John 10:10



RESPECTFUL



READY



SAFE

Love • Faith • Joy • Belong • Committed



Holy Rosary RC Primary, a Voluntary Academy

Behaviour Curriculum



“I come that they have life and have life to the full”

Overview

This policy is set within the context of the School Mission Statement:

“I come that they may have life and have life to the full”

John 10:10

Holy Rosary Primary School is committed to creating a safe and secure environment in which children can learn. Good behaviour is central to all we do at Holy Rosary. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance about what is expected of them. Holy Rosary expectations of behaviour will be known and followed by all with rewards and sanctions to be used to underpin and reinforce good behaviour. Staff are committed to working in partnership with parents to promote positive behaviour and to create a culture of respect ensuring that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

Holy Rosary has a number of behaviour expectations. Children are expected to be:

***Ready**

***Respectful**

***Safe**

This document will outline the objectives, strategies to be implemented and rationale of our behaviour curriculum in order to ensure good behaviour is demonstrated throughout the whole of Holy Rosary. Through this we will nurture children's spiritual, moral and social development within our Catholic ethos.

How do we teach a curriculum for behaviour ?

As educationalist Tom Bennet (Tom Bennet, Running the Room) describes, the process for teaching behaviour explicitly , leaders need to:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practice the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

Our behaviour curriculum is taught explicitly during the first half term of the school year. The 1st week of the term is dedicated to outlining the expected behaviours with a dedicated lesson on the Monday of each week for the rest of the term. The 1st week of every half term will be a focus on the behaviour curriculum as outlined in the plan. Our expectation is that children should learn the curriculum content so they can recall and act upon it. During the year, teachers will reinforce the expected behaviours and act as role model. It is therefore essential that staff know the details of the curriculum, teach it explicitly and maintain the high standards in learning behaviours that we set. By doing so we support each other to create a culture where children feel safe and ready to learn.

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Adaptations

While this curriculum is for all children in school, it will be applied differently in different year groups depending on children's ages and may be applied differently depending on individual children's SEND needs. Sensitivity must be applied at all times when teaching the curriculum. Sensitivity must be applied when teaching the behaviour curriculum. The SENCO and SLT discuss adaptations for such needs, providing support here necessary. These adaptations link closely with guidance provided in the EEF "improving behaviour in schools". This document states that "Every pupil should have a supportive relationship with a member of school staff".

Our School Rules



BE Respectful	BE Ready	BE Safe
Through treating other people with respect, we live out Jesus teaching to treat others in the same way that we want to be treated.	Jesus taught us to 'let our light shine'. We live out Jesus' teaching by trying our best in lessons and letting our school's light shine.	Jesus is the way, the truth and the life; we play and learn with others following his way. We understand that following rules will keep us safe.
• We always listen and follow instructions – first time, every time. • We are polite and show good manners. • We are inclusive and respect differences.	• We wear the correct uniform with pride including our PE kit. • We arrive at school on time. • We are ready to learn and fully take part in lessons.	• We line up and walk sensibly around school. • We use equipment safely. • We interact with others in a safe and kind way.

These rules are displayed in every classroom and around the school building

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Rewards

We praise and reward children for good behaviour in a variety of ways. Rewards systems are in place across the school but these may differ operationally depending on the age and abilities of the children in each class. However, the underlying principles of the reward systems are the same.

Some of the ways we reward children are:

- Verbal praise and feedback
- Written feedback in children's workbooks
- Headteacher's Awards – postcards posted home and assembly certificates
- Certificates/Stickers
- Visiting the Headteacher with good work
- Attendance bear awarded weekly to class with highest attendance
- Hot chocolate Friday for star of the week in each class.
- Celebrated on social media

Steps to follow

Every class in Holy Rosary uses the same approach when managing behaviour around school. (See Appendix A). They will follow

- READY
- REMINDER
- RESET
- REFLECTION

These stages will be used on a daily basis by all staff in school. Staff are expected to refer to these when dealing with behaviour as prompts for children. Staff are to record behaviour incident in CPOMS and should include the discussion at each stage. At reflection point, the reflection book will be used to discuss the incident and recorded in CPOMS.

Children will learn to understand that:

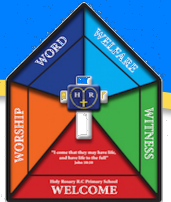
EVERY SESSION = FRESH START

At Holy Rosary:

- ✓ We learn from mistakes.
- ✓ We repair.
- ✓ We move forward.

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ready

READY

This is where everyone starts.

- ✓ Listening
- ✓ Following instructions first time
- ✓ Trying their best
- ✓ Kind words
- ✓ Safe bodies

“Thank you for being Ready.”

REMINDER

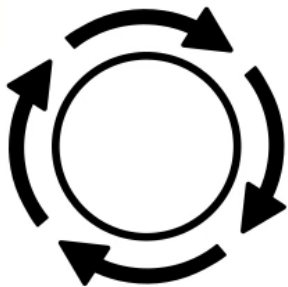
“I need you to be respectful. That means... (specific instruction).”

- ✓ Calm tone
- ✓ Clear direction
- ✓ No debate

Child returns to **Ready**.



reminder



reset

RESET

“You’ve chosen a reset.”

- 5 minutes calm time in class
- Quick reflection question:
 - ✓ What happened?
 - ✓ What should you have done?
 - ✓ What will you do next time?

Child returns to **Ready**.

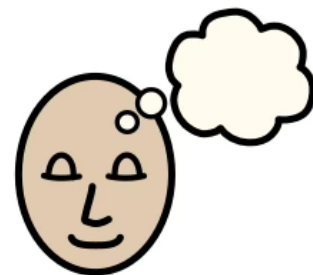
REFLECTION

“You are now going to reflect.”

- ✓ Miss 10 minutes next play
- ✓ Logged
- ✓ Parent informed

Immediate reflection for:

- Fighting
- Intentional hurting
- Racist/homophobic language
- Dangerous behaviour



reflection

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Addressing inappropriate behaviour

Microscripts

When dealing with behaviour, staff use similar microscripts " I need you to. _____. That means...". Staff then utilize the grid in Appendix A to focus clearly on the observed behaviours and ensure feedback from staff direct children in the same way.

Lesson structure and implementation

During the first week of term, teaching of the behaviour curriculum. Will follow the plan below

Monday	Tuesday	Wednesday	Thursday	Friday
Be Safe	Be Safe	Be Ready	Be Respectful	Be Respectful
- Moving around school - General - Classroom - Arriving and leaving school	- Playtime - Lunchtime	- Completing work - Uniform - Attendance - Super Sitting - Being ready	- Active Listening - Loud and Proud	- Good manners - Assembly

During Each lesson, teachers will ensure they provide opportunity for the four areas below. With a real focus on modelling and practicing. This follows the I, do, We do, you do approach seen in the teaching in other lessons.

Lesson Structure

- 1. Model** – Adult discusses the behaviour and why it is important for our school.
- 2. Explain** – Adult demonstrates the behaviour and breaks down into simple steps
- 3. Practice** – Children rehearse and demonstrate
- 4. Repeat** – Behaviour reinforced and referred to through out the day/week

Throughout each half-term, staff will follow the plan outlined in the 5 week model to

Week 1	Week 2	Week 3	Week 4	Week 5
Be Safe	Be Safe	Be Ready	Be Respectful	Be Respectful
- Moving around school - General - Classroom - Arriving and leaving school	- Playtime - Lunchtime	- Completing work - Uniform - Attendance - Super Sitting - Being ready	- Active Listening - Loud and Proud	- Good manners - Assembly

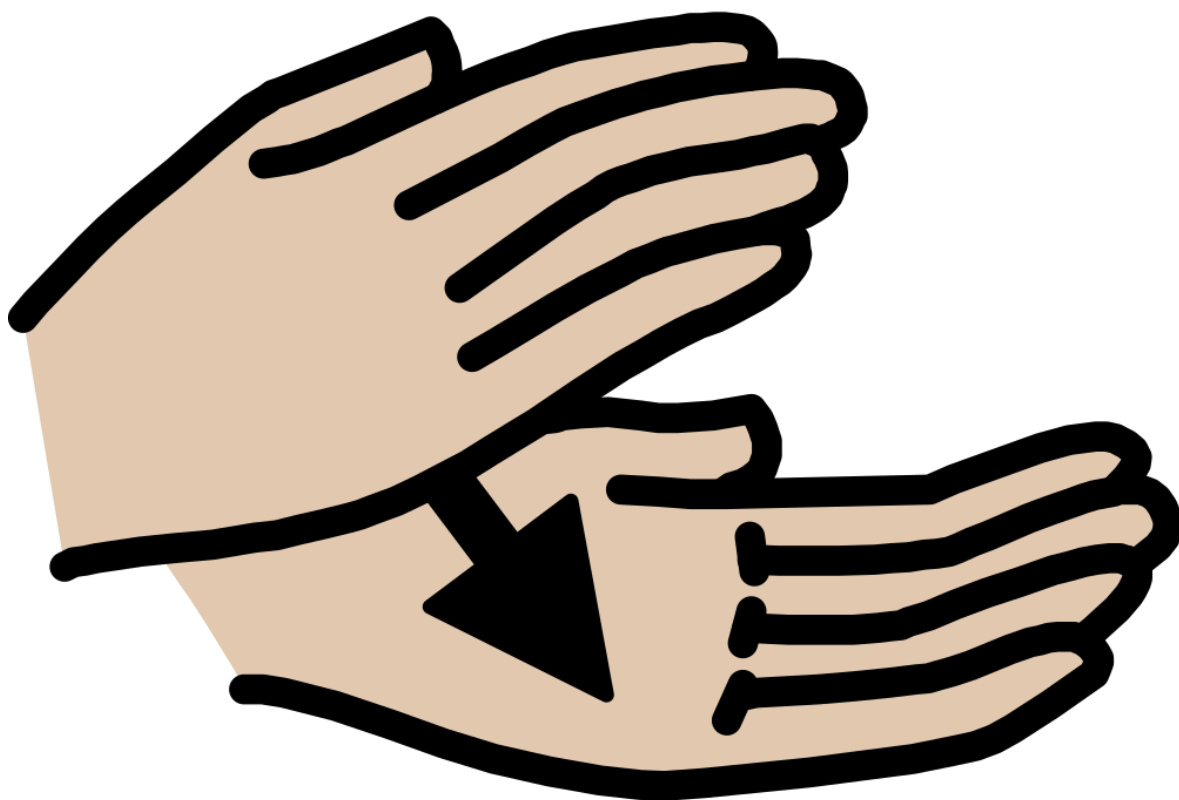
Curriculum content - Key Principles

BE Respectful

Through treating other people with respect, we live out Jesus teaching to treat others in the same way that we want to be treated.

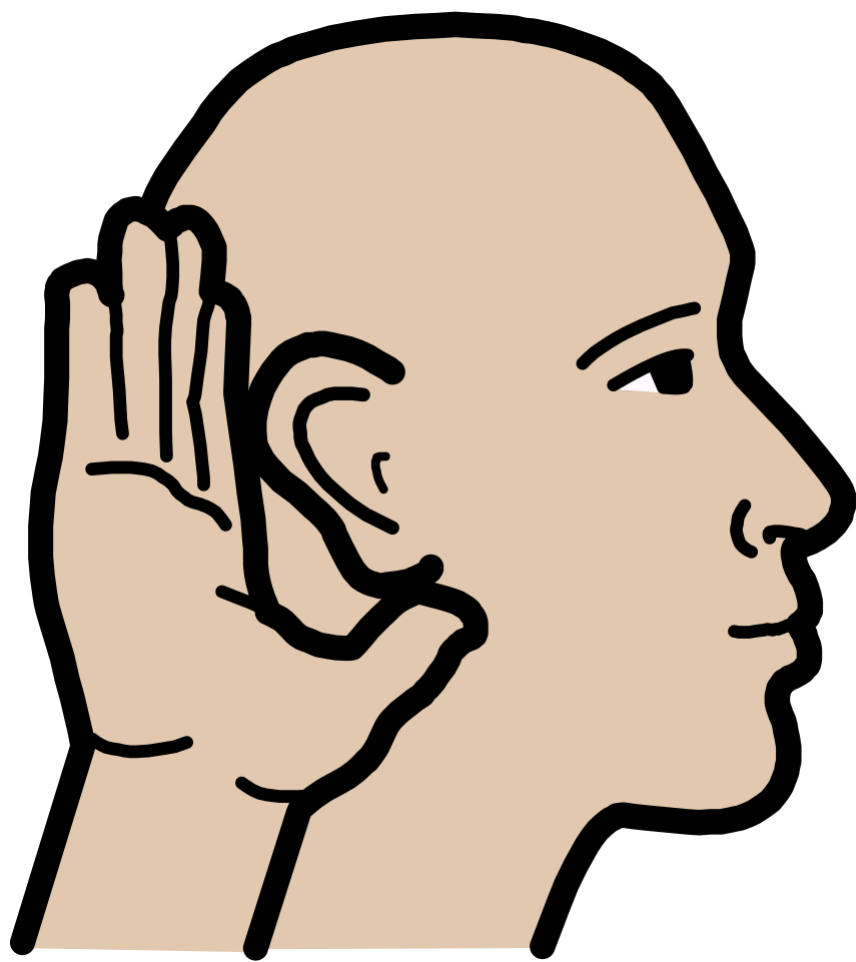
- We always listen and follow instructions – first time, every time.
- We are polite and show good manners.
- We are inclusive and respect differences.

Active Listening	Silent Signal Staff to use Golden silence signal to gain children's attention. This is done by raising hand or clapping until all children are listening and ready. Member of staff not to speak until they observe active listening. Active Listening: • Sat up straight with arms folded • Eyes facing the speaker • Lips closed – not speaking My turn, Your turn Explain this signal is theirs not yours. They do not need to copy. • My turn – gesture towards self with one or two hands • Your turn - gesture towards children with one or two open palms • Lips closed – not speaking Turn to your partner • Both hands pointing forwards as if they are two open gates. Close the gate as you finish the question. Adult to give no verbal prompt. • Children to turn their heads (not their body position)
Loud and Proud	'SHAPE your answer' • Sentences - full sentences when appropriate • Hand away from mouth • Articulate - Children know that they must pronounce words clearly • Project - Children know that they must speak with a voice which is loud enough for everyone in class to hear • Eye Contact - Children know that it is polite to look at the person you are speaking to
Good Manners	• Always say Please and Thank you • Use a calm and polite tone when talking to others • Leave shared spaces ready for others to use.
Assembly and Worship	• Show reverence during worship and prayers • Join in with songs and hymns • Celebrate the success of other and contribute to assembly themes.



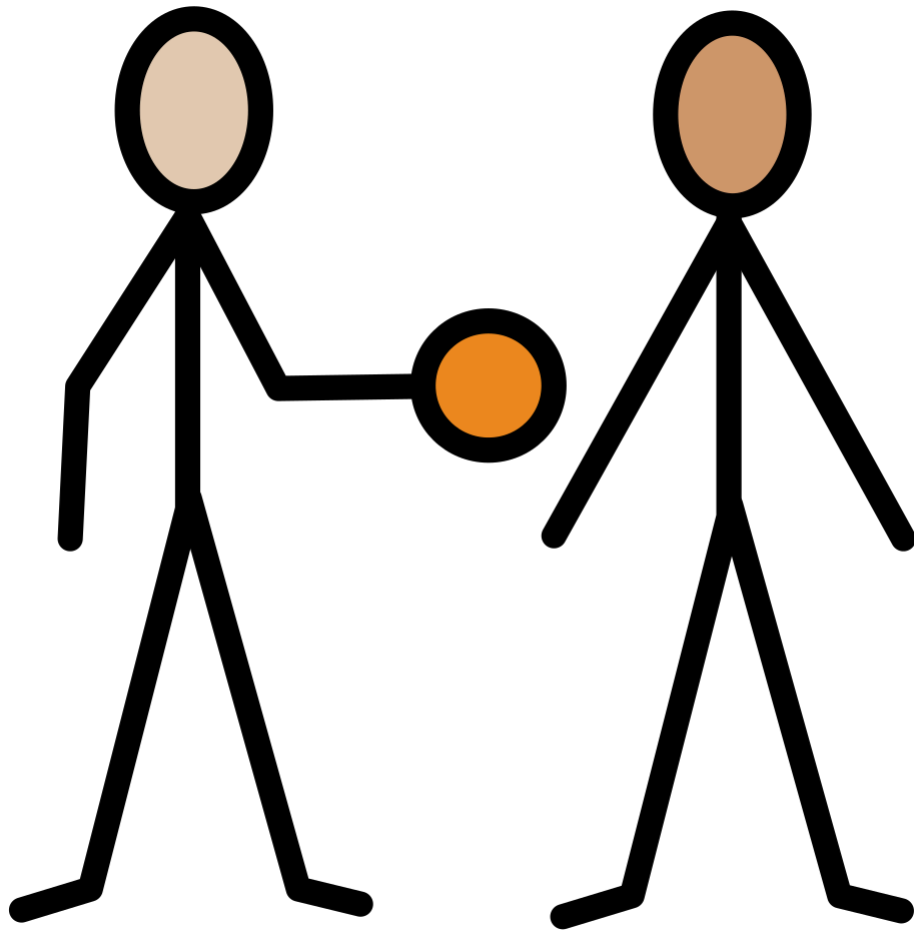
Silent Signal

Be respectful



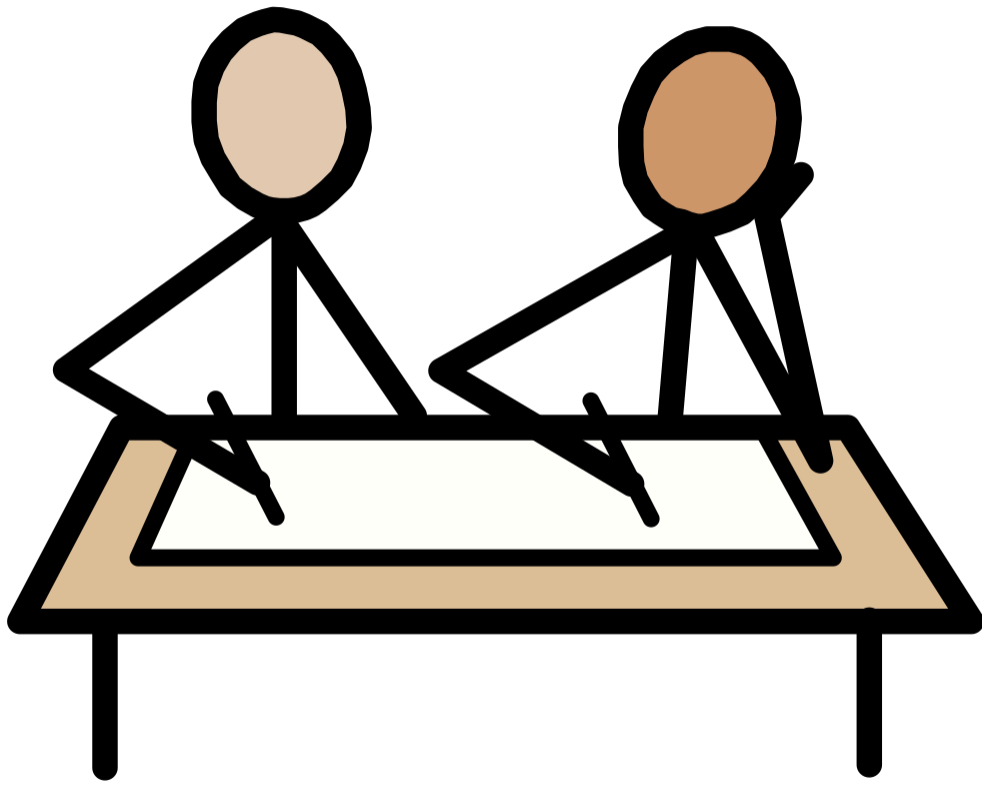
Active
listening

Be respectful



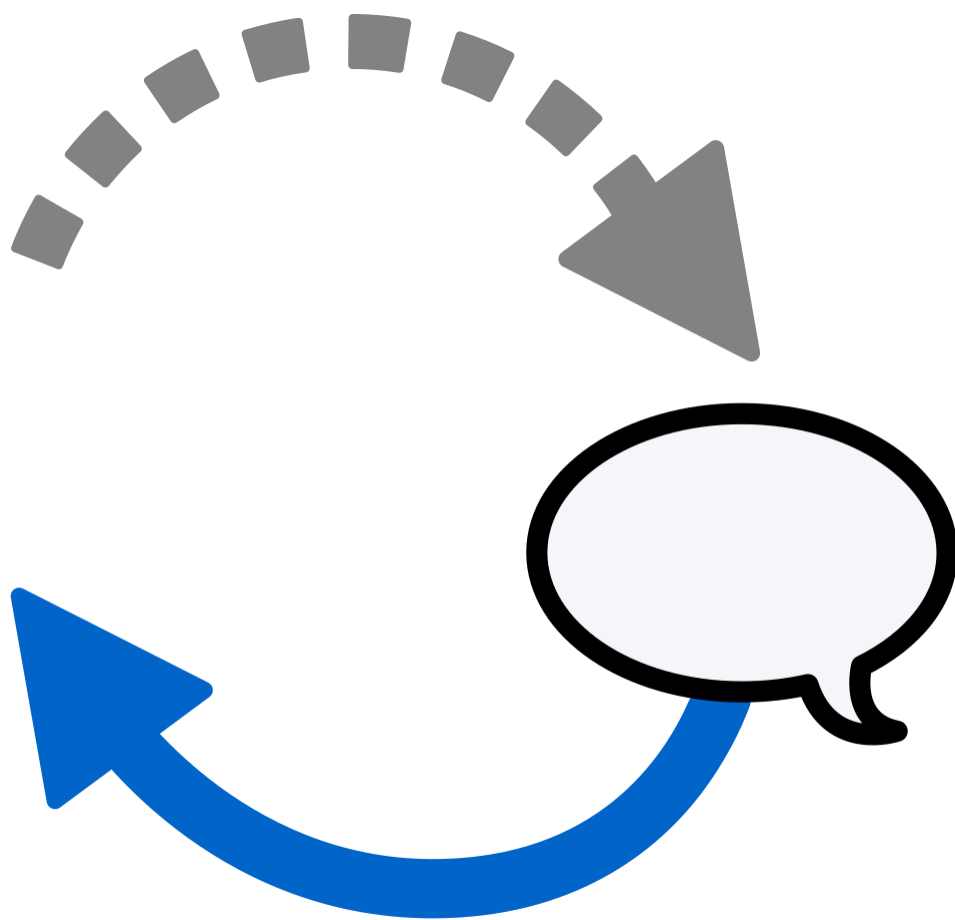
My turn, your
turn

Be respectful



Turn to your
partner

Be respectful



Shape your
answer

Be respectful



Good
manners

Be respectful

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BE Ready

Jesus taught us to 'let our light shine'. We live out Jesus' teaching by trying our best in lessons and letting our school's light shine.

- We wear the correct uniform with pride including our PE kit.
- We arrive at school on time.
- We are ready to learn and fully take part in lessons.

Completing work

- Write clearly and neatly
- Always follow the presentation guide
- Work hard to complete my work with no lost learning

Uniform

- Correct uniform including footwear and tie
- Correct PE uniform – No branded kit
- No jewellery for PE – only

Attendance

- Come to school every day
- Be on time for school
- Come to school ready to learn

Super Sitting

Super Sitting - chair

- BBC (Bottom back on chair) and TNT (Tummy near table)
- 6 feet on the floor (2 own feet and 4 of the chairs)
- Track the teacher

Super Sitting -floor/carpet

- Sit with legs folded
- Hands on laps or folded
- Track the speaker (eye contact and responding)

Being ready

When getting ready to leave the classroom for any reason, children will not be sent as whole class. They will follow:

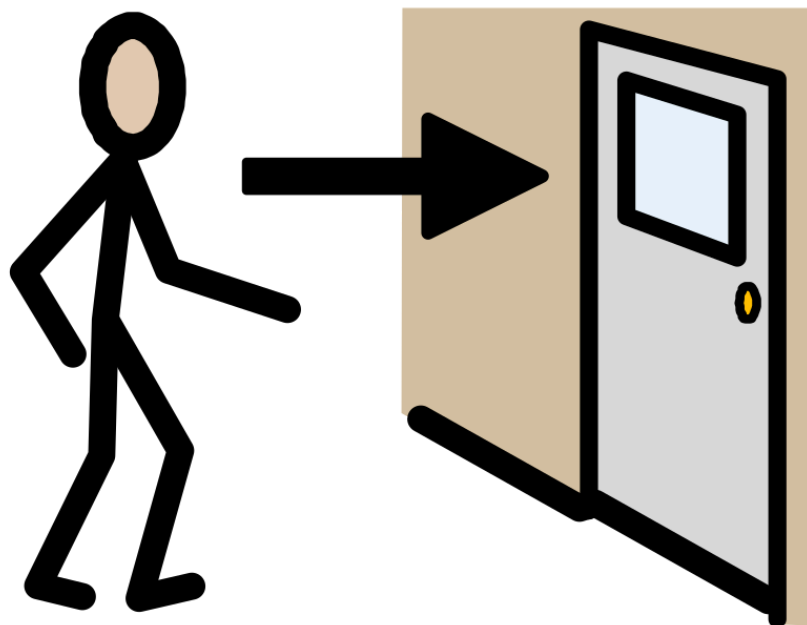
1. Stand up
2. Push in your chair and stand behind
3. Walk to the line when instructed.

This could be used in many instances.



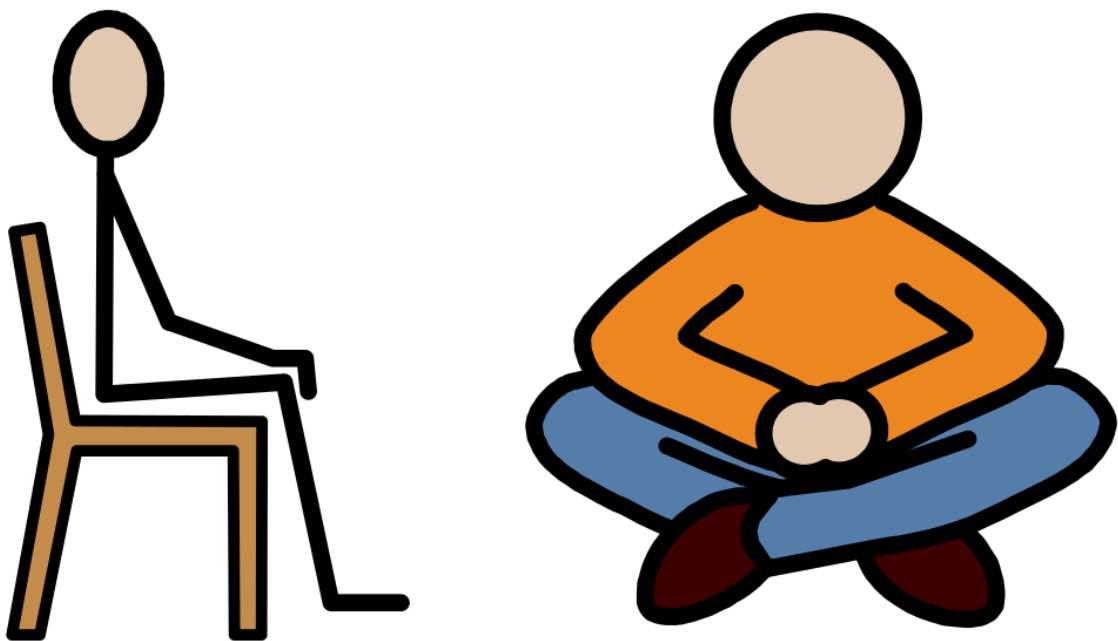
Correct
uniform

Be ready



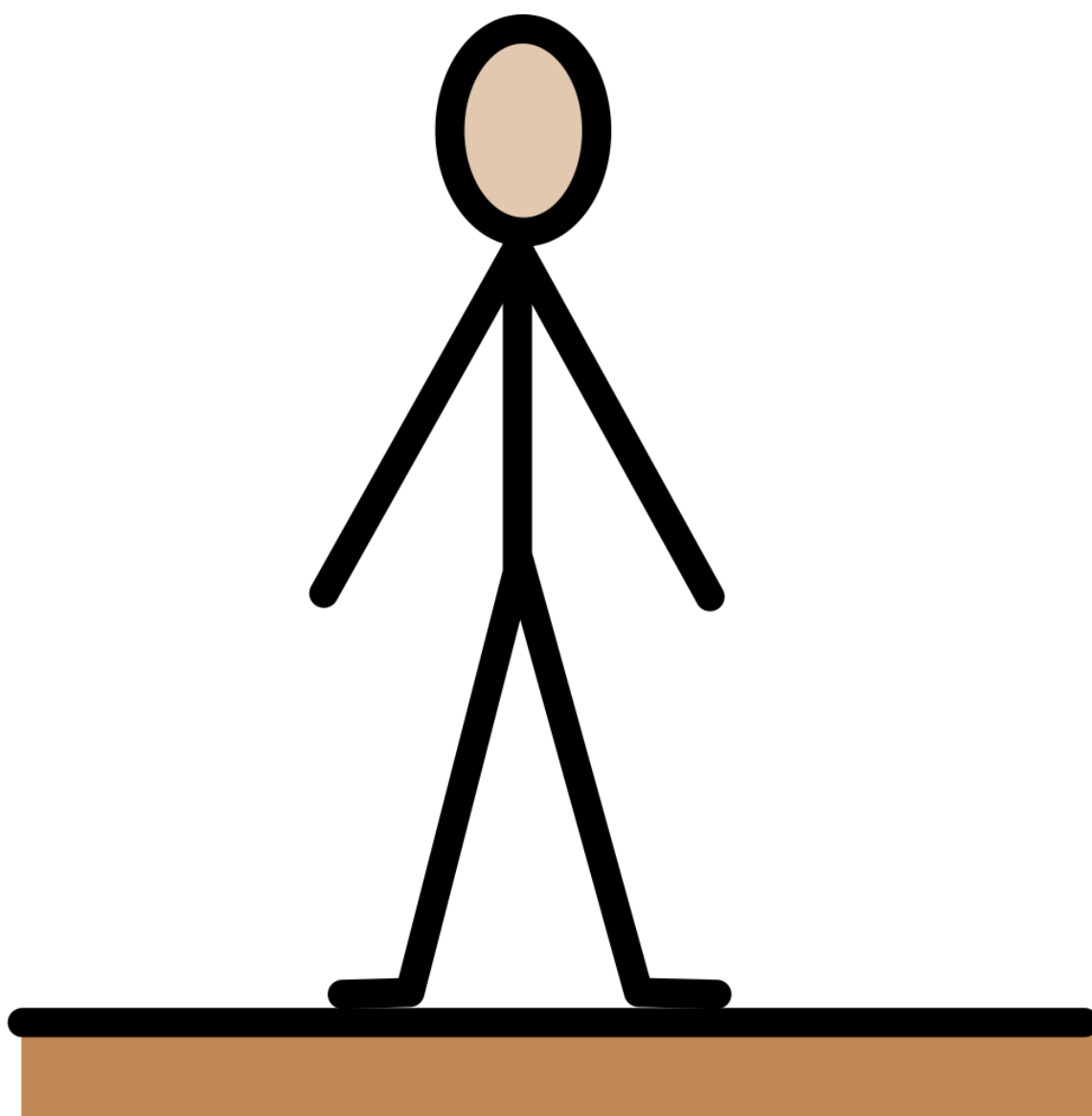
School every
day and on time

Be ready



Super Sitting

Be ready



Be ready

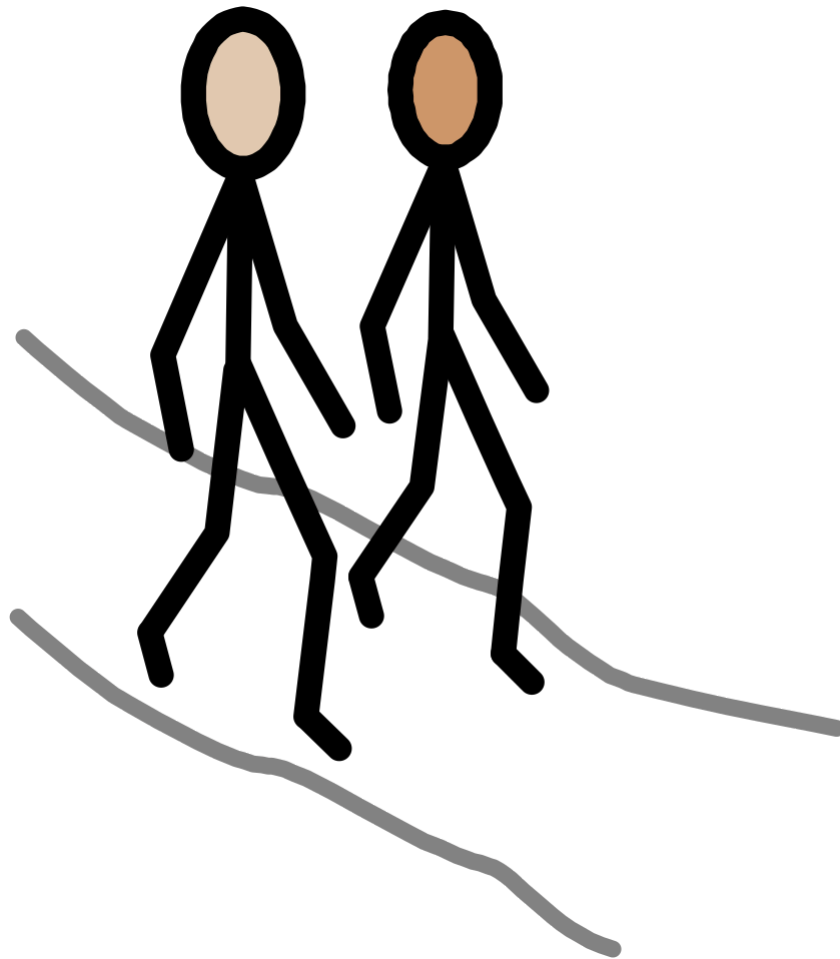
Be ready

BE Safe

Jesus is the way, the truth and the life; we play and learn with others following his way. We understand that following rules will keep us safe.

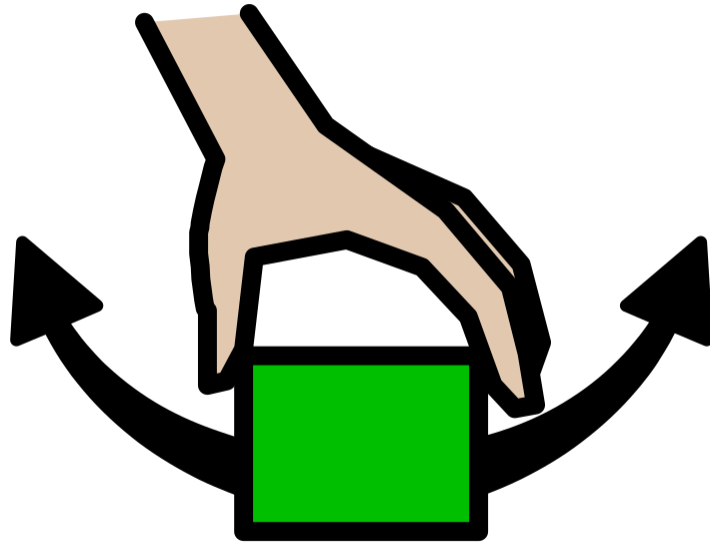
- We line up and walk sensibly around school.
- We use equipment safely.
- We interact with others in a safe and kind way.

Moving around school	Wonderful walking • Walking facing forward one behind the other • Hands by our sides and to our self • Walk don't run • Golden Silence – not a sound
Playtime	• Use equipment safely and without damage • Play safely without hurting anyone • Behave kindly and include others and share equipment Teachers will collect the children from the playground and will not take them into class until ready. Staff will use silent signal until all children are ready.
Lunchtime	We recognise lunch times as a time for children to interact with each other in support of children's mental health and well-being. • Talk to others politely and not too loudly • Eat with good manners using our knives and forks • Keep the environment clean and orderly ready for other
General Classroom	• Stay in my seat whilst working • Put your hand up when you need help – no shouting out • Use the toilet before and after lessons – not during lesson time • Keep the classroom tidy and make sure it is tidy before everyone goes home
Arriving and leaving school	• Enter and leave the school grounds in an orderly manner whilst being considerate of others. • Do not leave school without your class adult knowing. • Put away coats, packed lunches and reading folders away promptly and tidily



Wonderful
walking

Be safe



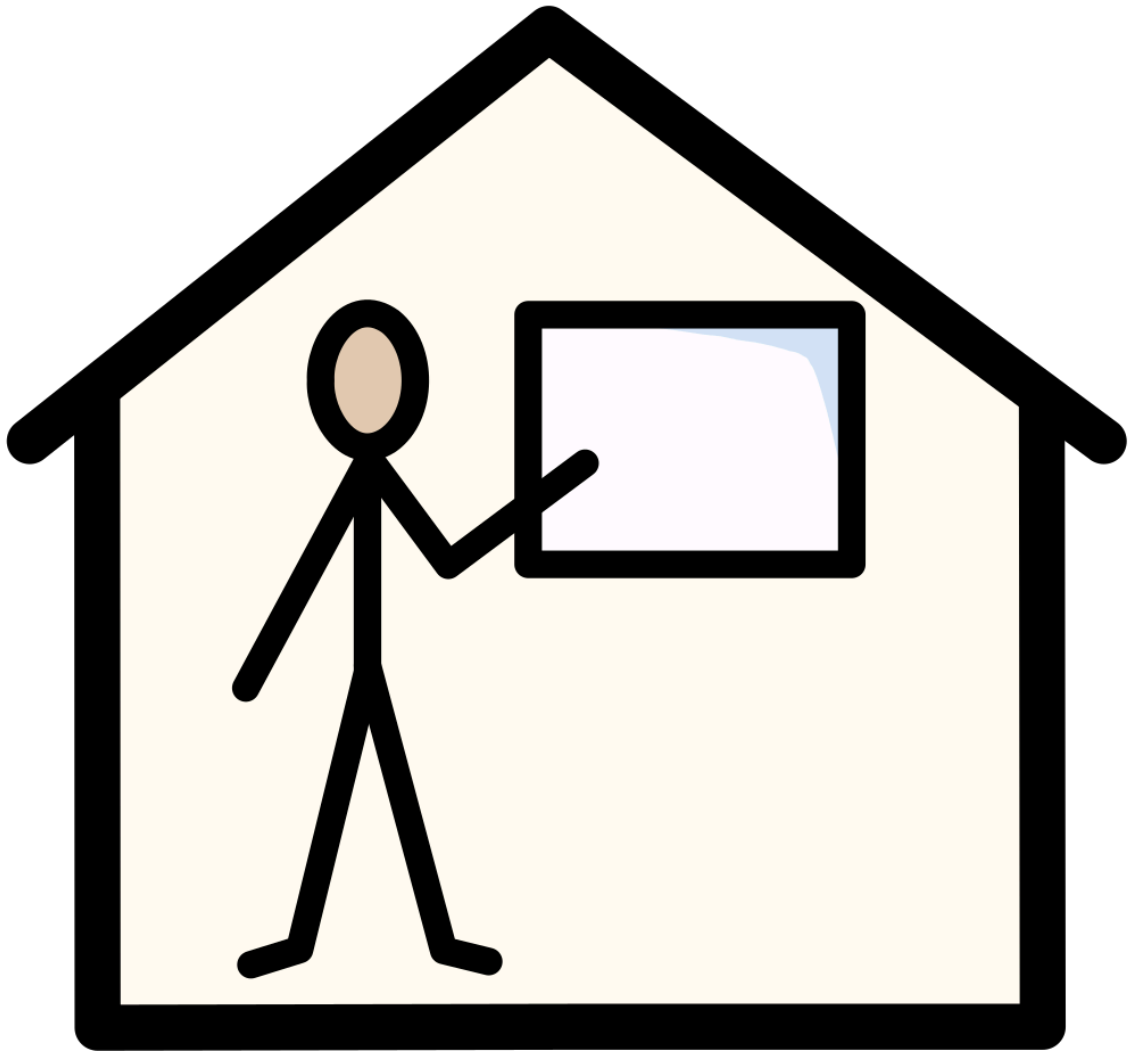
Use
equipment
safely

Be safe



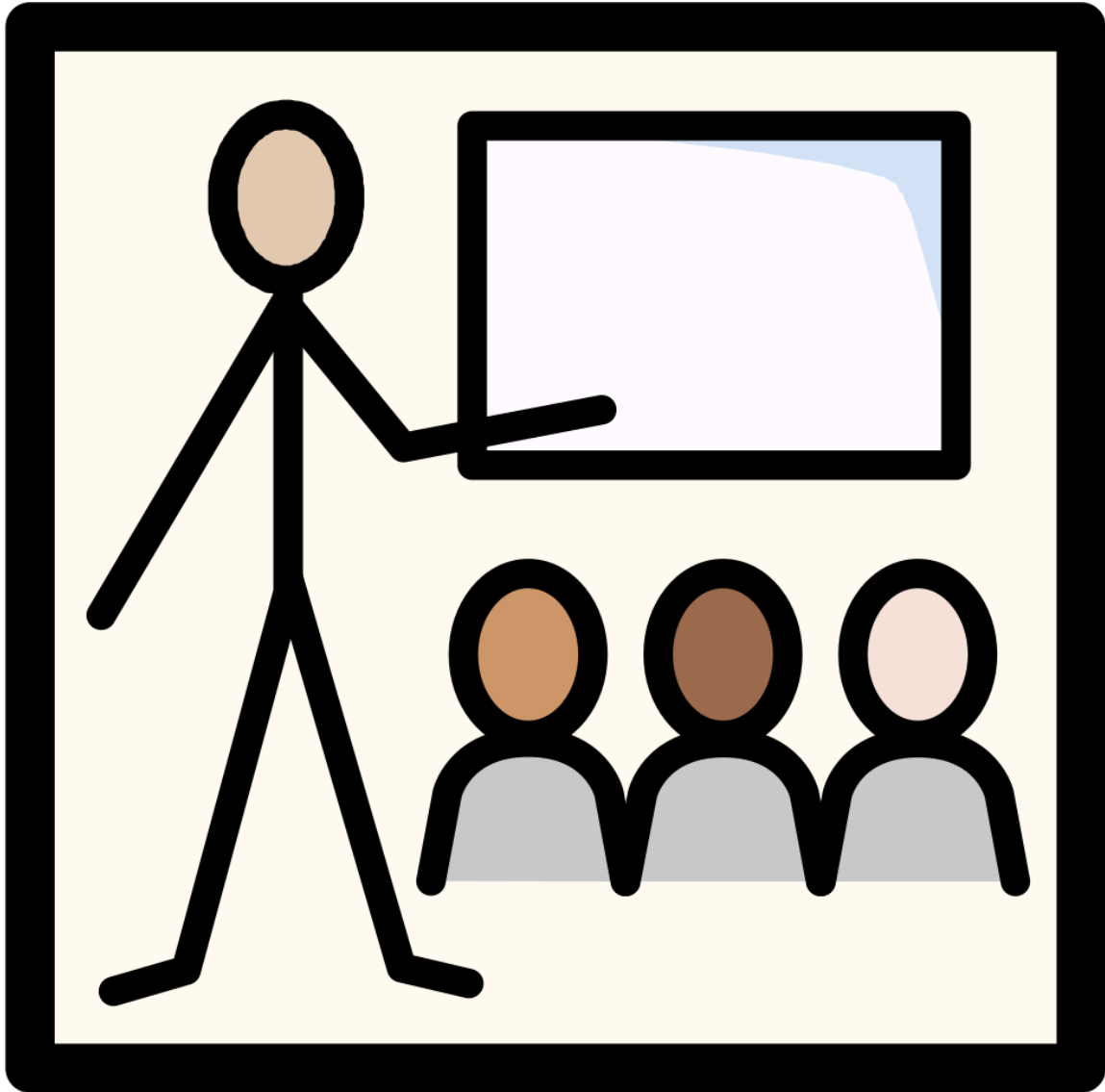
Coming in and
leaving school

Be safe



Safe
environment

Be safe



Classroom

Be safe

The school does not tolerate bullying of any kind. We do everything within our power to ensure that all children attend school free from fear (see anti-bullying policy).

Exclusions are used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering a fixed-term exclusion, the Headteacher will take into account a variety of factors in determining the number of school days a child is excluded.

Parents will be notified of an exclusion, the period of the exclusion and the reasons for it. They will also be informed of how they can appeal against the decision to the governing body should they wish to do so.

All members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force will only be used:

- If children are refusing to co-operate and safeguarding becomes a concern;
- To remove disruptive children from the class when they have refused an instruction to do so;
- To prevent a child from behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a child from leaving the classroom where there would be a risk to the safety to themselves or others;

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Learning
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- To prevent a child from attacking another pupil or member of staff, or to stop a fight;
- To restrain a pupil at risk of harming themselves through physical outbursts.
- To prevent a child from damaging property.

PARENTAL INVOLVEMENT

Parents are responsible for ensuring their child behaves in school and follows the rules. We endeavour to establish effective relationships with parents and promote positive partnership with parents since they are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies.

Where behaviour is causing concerns parents will be notified at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in discussing a plan of action.

We may involve outside agencies where it is appropriate.

OUTCOMES

The policy will promote the excellent ethos of the school together with the high standards and high expectations set out in the school's aims and rules of conduct. It will ensure that children and staff are happy and that they enjoy coming to school whilst underpinning excellent teaching, learning and progress.

Holy Rosary Governing Body will determine, support, monitor and review the school policies on behaviour. In particular they will monitor the effectiveness of the school's policy through the school self-review processes and assess its impact.

Approved by Governors:	
Date of last review:	July 2026
Chair of Governors:	Paul Devine
Date to be reviewed:	July 2027

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- We always listen and follow instructions – first time, every time.
- We are polite and show good manners.
- We are inclusive and respect differences.

	School Arrangements	Key Knowledge statements	Linked resources
Active Listening	Silent Signal Staff to use Golden silence signal to gain children's attention. This is done by raising hand or clapping until all children are listening and ready. Member of staff not to speak until they observe active listening. Active Listening: • Sat up straight with arms folded • Eyes facing the speaker • Lips closed – not speaking My turn, Your turn Explain this signal is theirs not yours. They do not need to copy. • My turn – gesture towards self with one or two hands • Your turn - gesture towards children with one or two open palms • Lips closed – not speaking Turn to your partner • Both hands pointing forwards as if they are two open gates. Close the gate as you finish the question. Adult to give no verbal prompt. • Children to turn their heads (not their body position)	Active Listening • I know that active listening means looking at the person who is speaking. • I know that I show I am listening by being still and quiet. • I know that listening carefully helps me understand and learn.	

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Loud and Proud	‘SHAPE your answer’ • Sentences - full sentences when appropriate • Hand away from mouth • Articulate - Children know that they must pronounce words clearly • Project - Children know that they must speak with a voice which is loud enough for everyone in class to hear • Eye Contact - Children know that it is polite to look at the person you are speaking to	Loud and Proud • I know that I should speak in clear, full sentences. • I know that I need to hold my body confidently when I speak. • I know that I should articulate my words so others can understand me. • I know that I should project my voice so everyone can hear me. • I know that making eye contact shows confidence and respect	Pol-ed • Year 1 How can I speak up?
Good Manners	• Always say Please and Thank you • Use a calm and polite tone when talking to others • Leave shared spaces ready for others to use.	Good Manners • I know that using kind words like “please” and “thank you” shows respect. • I know that good manners help others feel valued and happy. • I know that I should treat everyone with kindness and respect	Pol-ed • Year 1 Why have different rules in different places? • Year 3 How should we treat people? • Year 3 How can I be a responsible citizen? • Year 5 How do words have power? • Year 6 What does adulthood look like?
Assembly and Worship	• Show reverence during worship and prayers • Join in with songs and hymns • Celebrate the success of other and contribute to assembly themes.	Assembly and Worship • I know that I should enter and leave assembly calmly and respectfully. • I know that I should listen quietly during assembly and worship. • I know that assembly is a special time to reflect and show respect.	Pol-ed • Year 2 How are we the same, how are we different? • Year 5 How can my adult relationships affect my future? • Year 6 How can we respect different relationships?

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BE Ready

Jesus taught us to 'let our light shine'. We live out Jesus' teaching by trying our best in lessons and letting our school's light shine.

- We wear the correct uniform with pride including our PE kit.
- We arrive at school on time.
- We are ready to learn and fully take part in lessons.

	School Arrangements	Key Knowledge statements	Linked resources
Completing work	• Write clearly and neatly • Always follow the presentation guide • Work hard to complete my work with no lost learning	Completing Work • I know that I should write clearly and neatly in my books. • I know that I must follow the school presentation guide at all times. • I know that working hard helps me complete my learning with no gaps	Pol-ed • EYFS How can adults at school help me? • Year 2 Why is sleep important? • Year 3 Who are my key people? • Year 5 How might my activity levels impact the way I feel?
Uniform	• Correct uniform including footwear and tie • Correct PE uniform – No branded kit • No jewellery for PE – only	Uniform • I know that I should wear the correct school uniform, including footwear and tie. • I know that I must wear the correct PE uniform and not wear branded kits. • I know that I must not wear jewellery for PE to keep myself safe.	
Attendance	• Come to school every day • Be on time for school • Come to school ready to learn	Attendance • I know that coming to school every day helps me learn and succeed. • I know that being on time is important so I do not miss learning. • I know that I should arrive at school ready to learn each day.	Pol-ed • EYFS How can I be a germ buster? • Year 2 Why is sleep important? • Year 4 How can I be a hygiene hero? • Year 4 What are healthy habits? • Year 5 How might my activity levels impact the way I feel?

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Super Sitting	Super Sitting - chair • BBC (Bottom back on chair) and TNT (Tummy near table) • 6 feet on the floor (2 own feet and 4 of the chairs) • Track the teacher Super Sitting -floor/carpet • Sit with legs folded • Hands on laps or folded • Track the speaker (eye contact and responding)	Super Sitting (Chair) • I know that I should sit with my bottom and back on the chair (BBC). • I know that I should keep my tummy near the table (TNT). • I know that all chair legs and my feet should be on the floor to keep me safe. • I know that I should track the teacher with my eyes when they are speaking. Super Sitting (Floor/Carpet) • I know that I should sit with my legs folded. • I know that I should keep my hands in my lap or folded. • I know that I should track the speaker by looking at them and showing I am listening.	Pol-ed • Year 2 How can I look after my body?
Being ready	When getting ready to leave the classroom for any reason, children will not be sent as whole class. They will follow: 1. Stand up 2. Push in your chair and stand behind 3. Walk to the line when instructed. This could be used in many instances.	Being Ready • I know that I should stand up when instructed. • I know that I should push in my chair and stand behind it. • I know that I should walk calmly to the line when told. • I know that moving calmly and following instructions keeps everyone safe and ready to learn.	Pol-ed • Year 6 How can I manage moving to high school positively?

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BE Safe

Jesus is the way, the truth and the life; we play and learn with others following his way. We understand that following rules will keep us safe.

- We line up and walk sensibly around school.
- We use equipment safely.
- We interact with others in a safe and kind way.

General Classroom	• Stay in my seat whilst working • Put your hand up when you need help – no shouting out • Use the toilet before and after lessons – not during lesson time • Keep the classroom tidy and make sure it is tidy before everyone goes home	General Classroom • I know that I should stay in my seat when I am working. • I know that I should put my hand up if I need help and not shout out. • I know that I should use the toilet at appropriate times, not during lessons. • I know that I should keep the classroom tidy and look after my learning space. • I know that I should make sure the classroom is tidy before leaving at the end of the day.	Pol-ed • Year 5 How can we keep our things safe?
Moving around school	Wonderful walking • Walking facing forward one behind the other • Hands by our sides and to our self • Walk don't run • Golden Silence – not a sound	Moving Around School (Wonderful Walking) • I know that I should walk facing forward, one behind the other. • I know that I should keep my hands by my sides and to myself. • I know that I should walk and not run inside school. • I know that “golden silence” means walking quietly without talking.	Pol-ed • EYFS How can I keep safe at school? • Year 3 What do we mean by risk? • Year 4 How can I keep safe in my local area?

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Playtime	• Use equipment safely and without damage • Play safely without hurting anyone • Behave kindly and include others and share equipment Teachers will collect the children from the playground and will not take them into class until ready. Staff will use silent signal until all children are ready.	Playtime • I know that I should use equipment safely and look after it. • I know that I should play safely without hurting anyone. • I know that I should be kind, include others and share equipment. • I know that I should respond quickly to staff signals and be ready to line up calmly. • I know that I may need to take a break if I feel overwhelmed or unsafe.	Pol-ed • EYFS How can I be a good friend? • EYFS How can I make other children feel happy? • EYFS How can I play nicely with others? • EYFS How can I play safely? • Year 1 Why are safe hands important? • Year 1 Who are my trusted adults? • Year 1 How can I make friends? • Year 1 What if my friends are making me feel sad? • Year 1 How can I share my feelings?
Lunchtime	We recognise lunch times as a time for children to interact with each other in support of children's mental health and well-being. • Talk to others politely and not too loudly • Eat with good manners using our knives and forks • Keep the environment clean and orderly ready for other	Lunchtime • I know that lunchtime is a time to talk and build friendships. • I know that I should talk politely and use an appropriate volume. • I know that I should eat with good manners using a knife and fork. • I know that I should keep my eating area clean and tidy for others.	• Year 2 When do I need to take a break? • Year 3 Who are my key people? • Year 3 How should we treat people? • Year 3 What can I do when friendships go wrong? • Year 4 What is a healthy friendship? • Year 5 What are my personal boundaries?

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Arriving and leaving school	• Enter and leave the school grounds in an orderly manner whilst being considerate of others. • Do not leave school without your class adult knowing. • Put away coats, packed lunches and reading folders away promptly and tidily	Arriving and Leaving School • I know that I should enter and leave the school grounds calmly and consider others. • I know that I must not leave school without an adult knowing. • I know that I should put away my coat, packed lunch and reading folder quickly and neatly.	Pol-ed • Year 4 How can I keep safe in my local area? • Year 4 How can we be role models?
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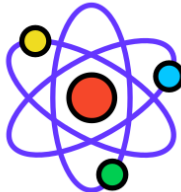
Houses



Love • Faith • Joy • Belong • Committed



Where every house represents a different way humans change the world.

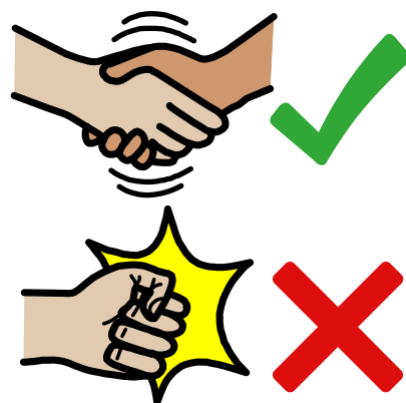
	"Creativity changes the world."	"Let your talents shine."	"Stand up for what is right."	"Work hard. Keep going."	"Be curious."
	Creativity and Innovation	Performance & Expression	Courage & Leadership	Sport and achievement	Discovery & Determination
Role	Artist and inventor	Musician and Performer	Campaigner, activist, leader	Sportsman	Scientist
Curriculum Subject area	Art, DT	Music, Drama	History, RSHE	PE	Science, Geography
Symbols					
Inspiration	Brian Clarke	Sir William Walton	Annie Kenney	Nicola White	Brian Cox
					
Core Values	• Creativity • Imagination • Expression	• Confidence • Excellence • Performance	• Courage • Justice • Equality	• Resilience • Teamwork • Determination	• Curiosity • Wonder • Discovery
School Values	Joy • Creativity brings joy to others and celebrates God's gifts.	Belong • Music brings people together and creates community.	Love • She fought for justice and dignity because every person matters.	Committed • Success comes through perseverance, dedication and resilience.	Faith • Faith encourages curiosity, wonder and the search for truth, celebrating God's creation

HOLY ROSARY
RC PRIMARY SCHOOL

Classroom
Resources

Love • Faith • Joy • Belong • Committed





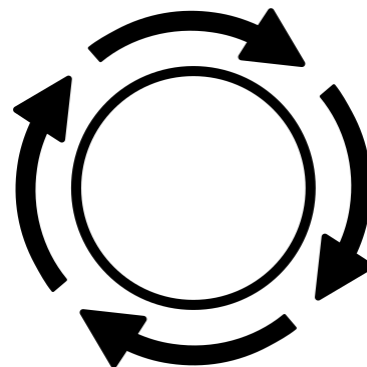
Behaviour



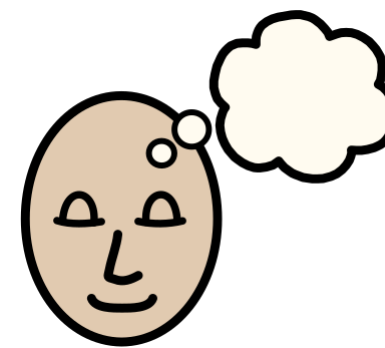
ready



reminder



reset



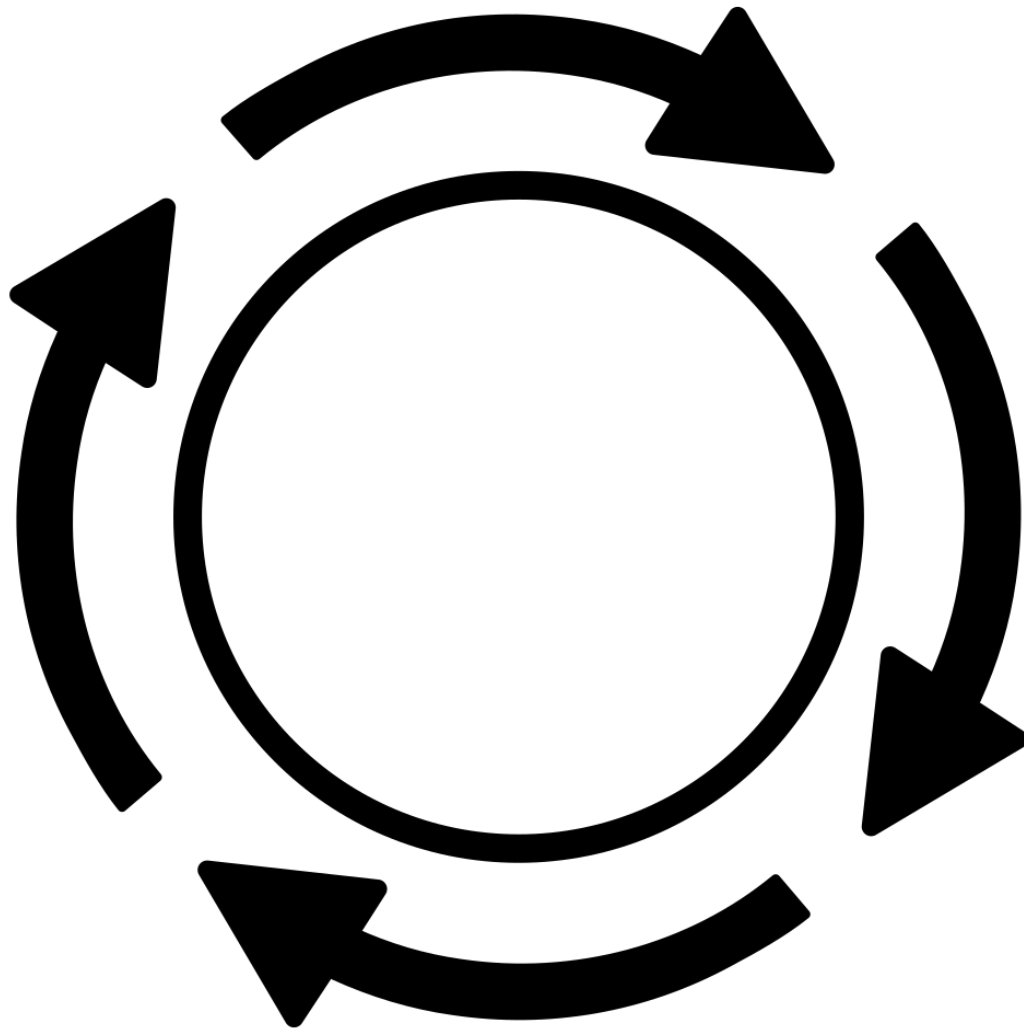
reflection



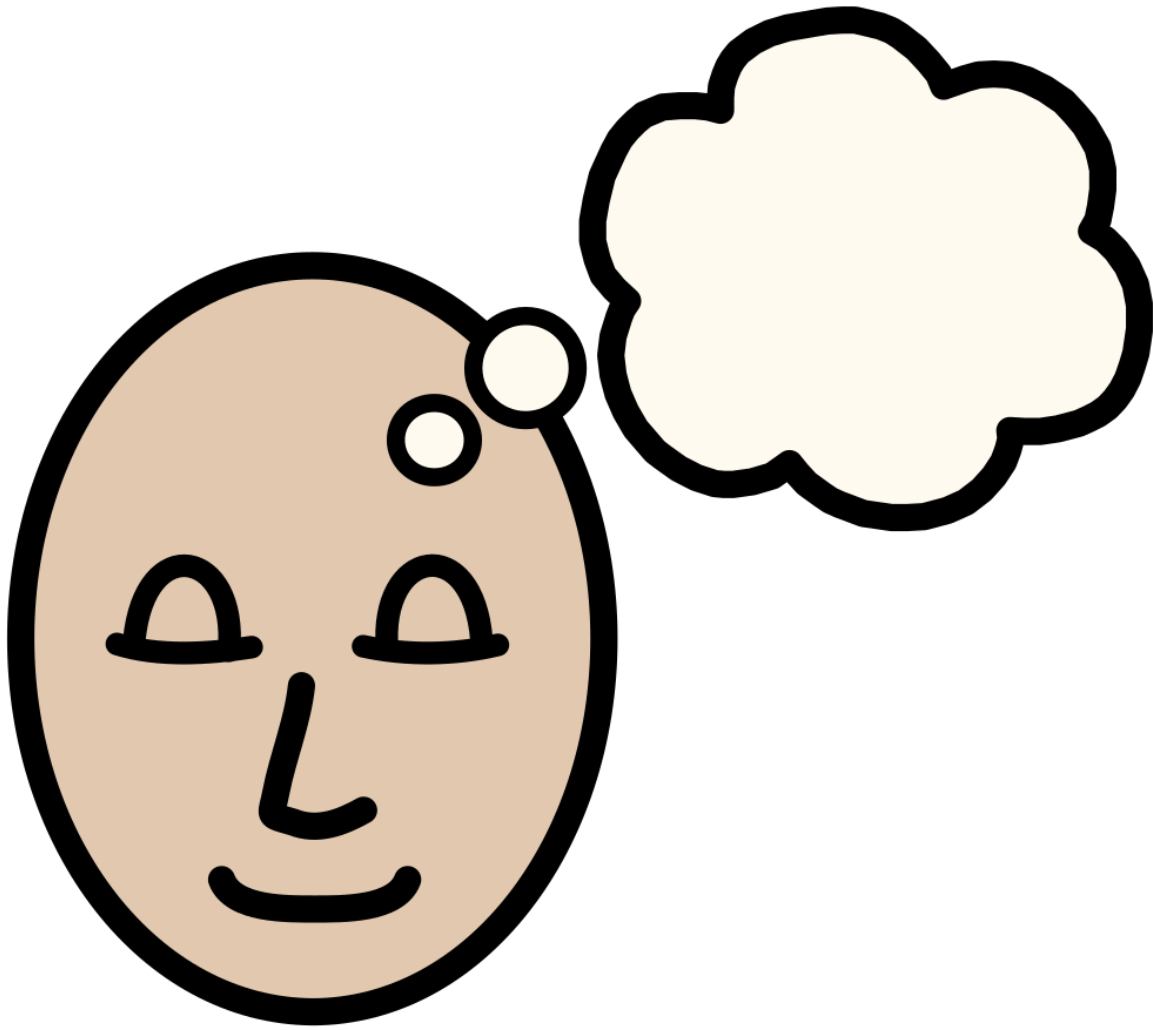
Ready



Reminder

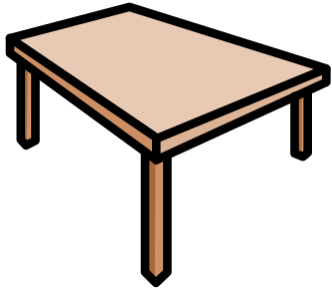


Reset

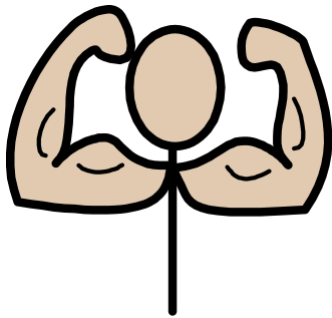


Reflection

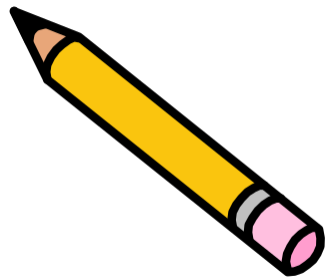
Before I start my work...



My table space is
clear from clutter



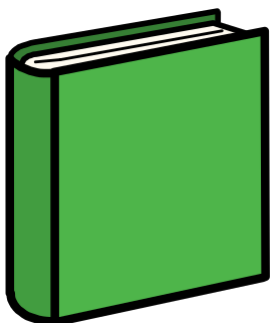
STRONG WRITING POSITION
Sat with my feet on the
ground and sat up straight



My pencil is sharp or
my pen works properly

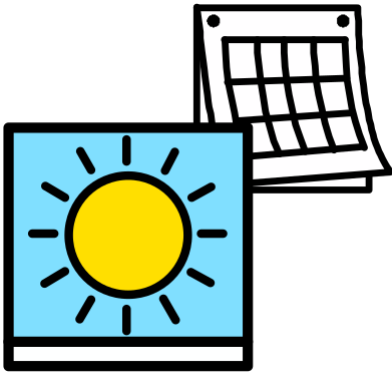


I am holding my
pencil or pen correctly

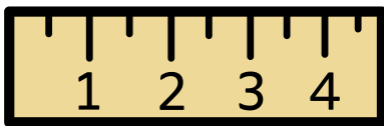


My book is open
on the next page

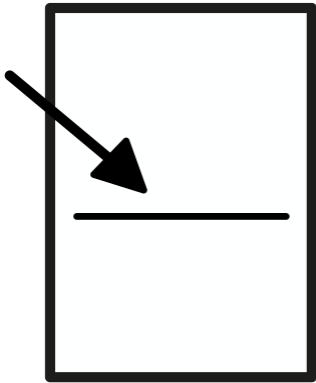
Ready to start working



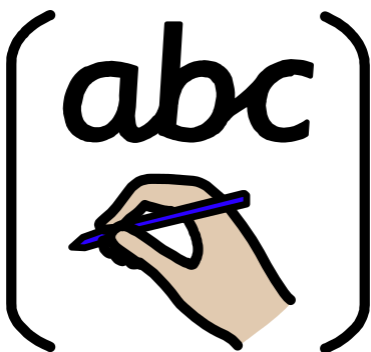
The date is on
every piece of
work



The date is
underlined with a
ruler



Writing sits on
the line

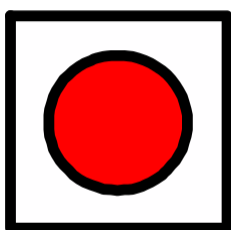


Letters correctly
formed and
handwriting is neat

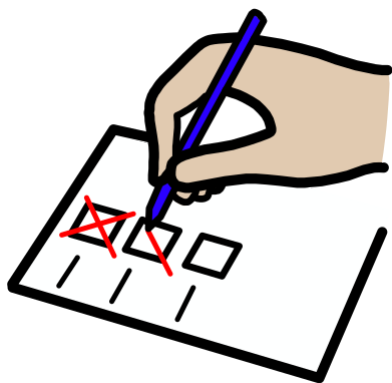
Whilst I am working...



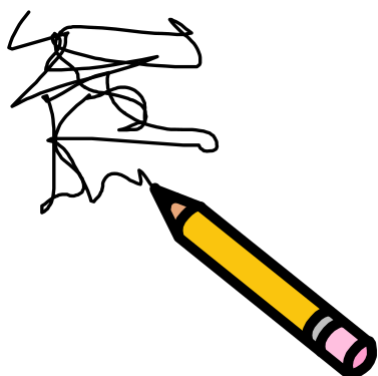
Mistakes crossed
out with one neat
line.



In Maths, numbers
should be 1 digit or
symbol in each square.

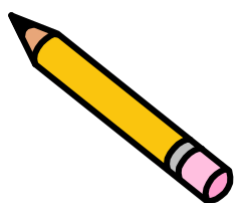


Work completed –
no unfinished
pages.

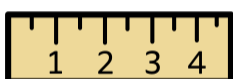


No scribbling
out or graffiti.

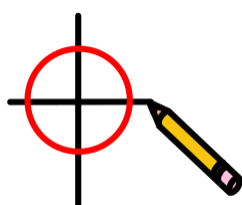
When I am drawing...



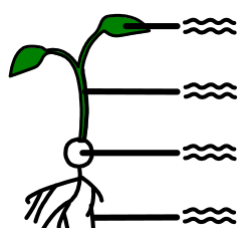
Pencil or drawing pen should be used when drawing pictures or diagrams.



Rulers used for straight lines and labelling.



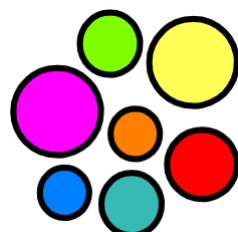
Diagrams large enough to be clear.



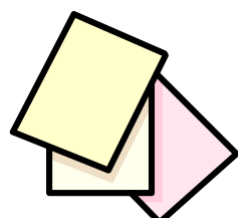
Labels written neatly in handwriting style.

$$\left(\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array} \right)$$

Mathematical diagrams should be clearly set out.



Pictures should be drawn in the correct colours.



Drawing should be on plain paper not lined.