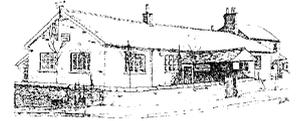


School Road  
Runcton Holme  
King's Lynn  
Norfolk PE33 0EL  
Tel & Fax: 01553 810394



THE CHURCH  
OF ENGLAND



Stoke Road  
Wormegay  
Kings Lynn  
Norfolk PE33 ORN  
Tel & Fax: 01553 810274

## **Holy Cross Federation Schools Teaching, Learning and Assessment Policy**

This policy sets out the agreed principles for teaching, learning and assessment in our schools.

### **Overview**

Walking into one of our classrooms at any time you will see –

- Teachers with a solid understanding of each of their children's needs, interests, learning styles and next steps for learning.
- Happy, engaged, enthusiastic children, independently accessing their learning, using and choosing resources effectively.
- Teachers using a variety of questioning techniques to establish children's existing knowledge and extend understanding.
- Teachers demonstrating secure subject knowledge across all areas of the curriculum which is shared with the children at an appropriate level.
- Teachers sharing expectations with children for learning through the use of differentiated steps of success and effective target setting.
- A vibrant, lively classroom with stimulating, relevant displays which support and celebrate learning.

### **In Detail**

The staff within this federation is committed to raising standards and providing the best education for the pupils in both schools. This policy seeks to identify the features of effective teaching which translate the aims of the federation and the curriculum into relevant and challenging learning experiences for all pupils. The staff is united in this and works to establish an ethos of continuous improvement.

#### **In this Federation there is:**

- effective planning that takes account of the learning needs of all pupils;
- effective teaching that motivates and inspires all pupils to achieve their best work;
- relevant opportunities for pupils to engage in a wide range of challenging learning experiences;
- appropriate continuity and progression in the learning of all pupils from reception to Year 6;
- a combination of the best features of educational practice whilst implementing the National Curriculum
- Effective use of both summative and formative assessment, which informs future learning opportunities and ensures that our pupils consistently achieve and progress.

## Strategy for implementation

### Entitlement and curriculum provision

In this federation teaching and learning ensure that all pupils:

- are interested and motivated in their work;
- achieve success and make progress in their learning;
- derive satisfaction from their achievements;
- have confidence in their ability to work at an appropriate level;
- experience an appropriately broad and balanced curriculum;
- have equality of access to learning and subjects of the curriculum;
- experience a range of teaching methods;
- are involved in integrated and subject-specific activities;
- work individually and as a member of a group;
- have their progress in the key skills of learning monitored and recorded;
- work with a number of adults;
- learn in a purposeful atmosphere where there is respect between adults and pupils.

### Learning environments:

- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the organisation and care of learning resources;
- enable pupils to make the best use of space and learning resources;
- are organised so that pupils have suitable access to learning resources of good quality;
- reflect the current areas of study of the National Curriculum, including English and Maths;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

### Teaching

Adults value all pupils irrespective of their ability, race, gender, age or achievement.

Teaching:

- promotes effective and positive interaction between adults and pupils;

Relationships are positive and motivate all pupils. As a result, pupils receive positive and constructive feedback which helps them know what to do next and how to improve further. Feedback is informative and encouraging, uses praise and gives approval. Teachers are sensitive to the needs of all pupils.

- promotes high expectations;

Teaching promotes high expectations for all pupils and sets high but attainable challenges. Teachers have secure subject knowledge, provide clear explanations and use skilful questioning to help pupils who have difficulties and to challenge those pupils who succeed more easily.

- uses a range of teaching styles;

Teaching styles match learning objectives and suits different types of learners. The range used ensures that pupils apply themselves purposefully and confidently. An appropriate balance of approaches, relevant to the activities, is used, for example:

- direct teaching (class, groups and individual pupils);
- discussion and debate;
- question and answer;

- individual and group investigations;
- role play and drama;
- story telling;
- fieldwork.

There is a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving.

*There is a balanced use of learning resources, including artefacts, books, diagrams, film, illustrations, ICT (including computers, the internet, radio, and television), music, pictures, and people.*

- uses well-timed interventions to help the pupils make good progress;

Teaching includes skilled questioning (see Appendix A – examples of types of questioning used) where the questions are clear and understood by pupils. Responses are positive and encourage pupils in their learning. In addition, teaching provides opportunities for pupils to formulate their own questions.

- is planned to enable pupils to learn the skills, knowledge, concepts and attitudes appropriate to the areas of learning for pupils under five, the National Curriculum, religious education and pupils' personal and social education;

Effective planning, assessment and recording ensure that teaching meets the needs of all pupils. Planning is informed by an assessment of pupils' achievements. It is linked clearly to the requirements of the Early Learning Goals, the National Curriculum, the locally Agreed Syllabus for religious education and expectations for the personal development of pupils.

Tasks are appropriately challenging and activities are matched to the age and stage of development of pupils.

If a pupil completes a task quickly, another activity is available for them to carry out.

Planning identifies, at appropriate levels of detail; objectives, methods of teaching, learning resources, Assessment for Learning opportunities, differentiation and deployment of adults.

Lessons have clear objectives which are communicated effectively to pupils. Pupils acquire knowledge, skills and understanding progressively and at an appropriate pace.

Teaching provides feedback to pupils about their progress. It encourages, extends and challenges pupils appropriately.

Pupils are encouraged to assess their own performance and identify the improvements they could make in their work for themselves.

Assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept.

- provides opportunities for pupils to work individually, collaboratively and as a class;

Teachers employ a range of organisational strategies. For example:

- the use of the whole class, group and individual work;
- collaborative group work;

There are opportunities for pupils to make decisions; pupils are encouraged to organise their own time.

Lessons provide sufficient opportunities for pupils to work without interruption for sustained periods that are appropriate to their age and stage of development.

- acknowledges and makes the best use of the contribution of parents, the community and work carried out at home;

Teaching values and promotes partnership between home and school, acknowledging the school's policy for homework and the home-school agreement.

- recognises and manages effectively the support of other adults in the classroom.

The role and contribution of other adults in the classroom is planned clearly. Adults are valued for the contribution they make to pupils' learning by being suitably informed, involved in planning, evaluation and assessment as appropriate.

- recognises the importance of health and safety;

The school's health and safety policy is followed. Safety procedures are built into planning. Potential risks, dangerous occurrences and accidents are reported quickly. Pupils are made aware of the importance of health and safety issues related to the tasks in hand. Pupils are encouraged to take responsibility and make decisions about health and safety, in line with their age and stage of development, but under the direction of responsible adults.

- recognises the importance of school self-evaluation processes;

In order to develop an ethos of school improvement, teaching acknowledges and contributes to the school's agreed approaches and procedures for school self-evaluation. The professional judgements and views of staff are valued.

## **Learning**

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. They are expected to respect the environment in which they work. They are expected to contribute to the development of their environment appropriately, for example by helping the staff to organise displays of their own work and the work of others. Pupils are expected to work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. Pupils have sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve. They are encouraged to take responsibility and ownership of their learning and develop independence.

## **Pupils:**

- have opportunities to demonstrate an understanding of what they have learned;

Learning enables pupils to develop the essential skills of English, Maths and information technology through a balance of teacher directed and independent learning opportunities. Pupils have opportunities to practise and apply newly acquired skills and knowledge. They are encouraged to learn and use relevant technical vocabulary. They communicate their findings in a variety of appropriate ways and these become more sophisticated as they progress through the school. They improve their ability to concentrate, pose their own questions and solve problems.

- demonstrate positive learning behaviours;

Pupils sometimes work individually and sometimes co-operatively as a member of a group. In both cases, pupils build on their previous knowledge and experiences. Pupils are encouraged to work productively, meet the challenge set and collaborate with others on joint projects. Pupils are confident and willing to learn from their mistakes as well as their successes. Pupils work for sustained periods with a sense of commitment and enjoyment. Pupils are willing to persevere when answers are not readily available or if success is not immediate.

- make decisions and choices;

Pupils are encouraged to contribute to planning their work and organising how they learn. Expectations increase as pupils develop. They raise their own questions and put forward their own ideas. They evaluate their own responses and suggest improvements to their work. They produce work for a variety of audiences.

- are expected to select their own resources;

Pupils use resources carefully, sensibly and economically. They select resources which are appropriate to the task in hand and return them when the task is complete. Pupils gather information from books, people, artefacts, ICT and fieldwork in order to undertake their own research and enquiries.

- may be selected to be Learning Leaders;

Children who are Learning Leaders are encouraged to deepen their understanding of an aspect of learning by explaining concepts to others, or demonstrating particular skills. The role can be short or longer term depending on the area they are leading and is open to children of all ages and abilities.

## **Assessment**

A combination of summative and formative assessment strategies are used across the school. Current thinking about learning acknowledges that children should be encouraged to take responsibility for their own learning. Through engaging children more fully in the learning process, it has been shown that children make increased gains in their learning. Assessment for Learning is the term used to describe a process of teaching and learning which is based on providing children with information about where they need to be in their learning, how well they are currently operating and what they can do to achieve the desired goal. This information is provided through clear learning intentions, success criteria, well considered questioning and constructive feedback in the form of verbal responses and marking.

At our schools we aim to ensure that teachers:

- embed this policy in the teaching and learning process;
- share learning goals with pupils;
- help pupils to know and to recognise the success criteria to aim for;
- provide feedback which leads pupils to identify what they should do next to improve;
- have a commitment that every pupil can improve;
- involve both teachers and pupils in reviewing and reflecting on pupils' performance and progress;
- involve pupils in being able to assess themselves;
- adjust teaching to take account of the results of assessment.

This will be done by:

- observing pupils – this includes listening to how they describe their work and their reasoning;
- questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning;
- setting tasks in a way which requires pupils to use certain skills or apply ideas;
- asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing;
- discussing words and how they are being used.

## **Classroom Practice**

At The Holy Cross Federation Schools, Assessment for Learning will take place using the following strategies:

1. By sharing the learning objective
2. Developing and sharing the success criteria
3. Using rich questioning
4. Using self-assessment and peer assessment
5. By providing effective feedback and marking

These strategies will be carried out by following the statements below:

### 1. Sharing the Learning Objective

The Learning Objective is what teachers hope children will know, understand or be able to do by the end of the lesson or set of lessons.

Teachers will:

- Share the learning objective to enable the child to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the child.

### 2. Develop and Share Steps of Success

To encourage children to take responsibility for their learning,

Teachers will:

- explain and generate the steps of success for the task in hand
- ensure the children have interpreted the expectations so they can apply them as they are working, thus making their own judgements against the criteria before any teacher assessment takes place.
- Describe what they are looking for in the lesson so that pupils know the standards they are aiming for and have key areas of focus when carrying out the task thus enabling them to begin the process of self-evaluation.

### 3. Develop Rich Questioning

Teachers will develop rich questioning skills in the children by:

- Providing a high proportion of open questions
- Providing time for pupils to think about and discuss their responses to questions (whiteboards, talking partners, no hands up time)
- Providing supplementary questions to extend understanding
- Providing questions that encourage pupils to reflect on their thinking
- Providing opportunities for pupils to generate questions.

Children will be given the opportunity to explain, clarify and discuss their ideas and to question and support their peers in all areas of the curriculum. They will do this through a range of talking and listening activities including drama techniques which may involve:

- Freeze frames
- Thought tracking
- Conscience alley
- Forum theatre
- Hot seating
- Flashbacks and flash forward

Such activities will not only encourage the children to ask their own questions but will also play a very important role in helping the children prepare for writing activities and explore texts more deeply.

### 4. Self and Peer Assessment

There will be a variety of self and peer assessment.

If pupils are to learn they need to:

- understand the criteria or standards that will be used to assess their work (through teachers sharing learning objectives and steps of success)
- identify any gaps between their actual and optimal performance,
- work out why these gaps occur
- identify the strategies and implications for future action that they might use to close the gaps.
- Reflect on their own work by, assessing what they think they have achieved and show this by ticking off their own steps of success
- Be supported to admit problems without risk to self-esteem
- Be given time to work out problems

To enable children to do this the interchange between teacher and child is crucial to the child's understanding of what needs to be done next. The children are actively encouraged to respond to teachers comments and complete next step tasks, these are done in pink pen, which highlights to the children the importance of these tasks. However, peers can often take on this role and by acting as a critical friend to a fellow pupil s/he will almost inevitably enhance their own understanding as well. Peer assessment bubbles are used for pupils to write their comments and evaluations of their peers work in.

## 5. Effective Feedback and Marking.

Marking helps children to understand what they have done well and how they can improve, as well as building confidence and pride in their work. Teachers, support staff and pupils are all involved in the marking and feedback process. The underlying principle is that dialogue between pupil and teacher is crucial for all children from reception through to year six.

**Learning objectives are written by the child or stuck in to the children's books and highlighted in green when they have been achieved.** This allows the progress children have made to be monitored. Marking should also take account of any relevant targets which have been set.

In the main, marking refers back to the learning objective for the task, although additional comments may also be made about other aspects of the piece e.g. spelling or presentation. **All work will be marked to show that the teacher has seen it. Teachers will mark in greater detail at least once a week and provide next steps that move the children's learning on.**

Feedback may be given to children both verbally and /or in writing (depending upon what is appropriate for the age and development of the individual). **Children are given opportunities that are specifically timetabled or at the beginning of sessions to respond to and complete next steps, either in writing or verbally depending on the situation. Children respond to next steps in pink pen.**

Next Steps should:

SUPPORT  
CONSOLIDATE  
ACCELERATE  
CHALLENGE

### Next Steps to SUPPORT

Aides should be available in every classroom. Next steps marking might suggest:

*"Good try. Use a number line/ counters/ calculator to help you."*

*"It will be easier if you write your numbers in the squares, like this.... (Example)."*

### Next Steps to CONSOLIDATE

This is not about doing another ten questions. It is where a child might just need a few more examples before they are ready to move on. The examples are tailored to the errors the child made previously, after guidance is given.

*"Well done, now try these questions, and don't forget the zero."*

### Next Steps to ACCELERATE

If lessons are correctly differentiated, with tiered activities, offering appropriately differentiated levels of work, this could be as simple as moving the pupil on to the next level of work

*"Great! You can do it! Now have a go at green group's activity!"*

### Next Steps to CHALLENGE

This is different to simply moving a child on to an appropriate level of difficulty. This is about turning the learning around, asking children to put their learning into practise. Appropriate challenges might include:

*"Super! How much change would you have if you spent twice as much?"*

*"Great! Can you use the method to solve the following problem?"*

In some instances adults may scribe children's comments and/or write additional comments about the learning that has taken place as part of assessment for learning. Learning conversations that occur between children and adults or their peers are shown through the use of purple speech bubbles.

**Children are given the opportunity to assess their own work as well as to help their peers assess theirs.** For self-assessment, a traffic light system is used. This system varies across the school in accordance with the age and development of the children, and may take the form of stickers Teachers should take account of children's self-assessment when planning and discuss with children when their self-assessment is deemed to be overly generous or harsh. Children assess their own work for CHIPS before final completion.

Capital Letters  
Handwriting  
Interesting Words  
Punctuation  
Spelling

### Marking Codes used

**VF** – verbal feedback given  
**I** - Independent work  
**TA** - TA support  
**OA** - Other adult support  
**T** - Teacher support

### Target Setting

All pupils have target sheets in the front of their English, Maths books and their reading journals. These target sheets are regularly updated as the children achieve them. Targets achieved are highlighted in a different colour each half term and new targets shared with the child. The children also have target mats, which states their targets and key spelling/ punctuation to use. Within the EYFS, the children have their Next Steps shared with them and displayed within the classroom. Targets are regularly shared with the children and sent home to parents on a half termly basis.

### Handwriting and Presentation

We believe that the way work is presented in children's books is important. We encourage children to take pride in their work and expect them to produce high quality written work in all books and across the curriculum.

Each classroom has presentation posters displayed which set out the minimum requirements for presentation of work and all children from year one upwards are expected to aspire to these standards. All work is expected to have a date and a title and for both of these to be underlined with a ruler. For English books this should be the long word based date: Thursday 7<sup>th</sup> March and for Maths books, the short, numerical version may be used: 7-3-13. The only variation to this is with written work for year one children who simply write the day of the week and underline it. E.g. Thursday. Learning Objectives written at the top of the page should also be underlined. Where errors are made, children are expected to cross out neatly and rewrite the correct words. For incorrect blocks of work, a single diagonal line, drawn with a ruler is used. The use of rubbers is discouraged except in certain circumstances.

The layout of published texts of different genres are taught explicitly in English, and the use of these presentational features form part of how the children are expected to present their writing during lessons. These skills, once learned, should also be transferred to written work in different curriculum areas. For example a report in History should be presented in a form which is recognisable as such and instructions for making something in technology should look like an instructional text.

The same high standards are expected in computer generated written work. Word processing and graphic skills are taught explicitly, both in literacy and in ICT lessons using a range of programmes, so that children become aware of and increasingly able to produce published documents, to high standards.

Children are expected to take pride in the presentation of all their work and a high standard of handwriting is encouraged.

### Handwriting Aims:

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
  - Having a correct pencil grip
  - Knowing that all letters start from the top, except d and e which start in the middle
  - Forming all letters correctly
  - Knowing the size and orientation of letters

## **Teaching time**

There should be a **minimum** of 2 x 15 min handwriting lessons each week as well as time to practice. 1 x directed; 1 x practise.

Children who find handwriting difficult should be targeted for daily intervention.

## **APPENDIX C shows the handwriting scheme used and the sequence of teaching.**

Where high standards of handwriting and presentation are not met by pupils, teachers may require children to redo their work, whether it is just a section or the piece of work in its entirety. This is at the teacher's discretion and will take into account the focus of the piece of work, the ability of the child and the effort involved.

Both handwriting and presentation are monitored by Subject Leaders and the Head Teacher. Improvements in handwriting are rewarded through presentation of handwriting licenses, permitting the holder to work in pen.

## **Monitoring and evaluation of Policy**

Subject Leaders, Members of the Senior Leadership Team, Head teacher monitor the implementation of this policy within the day to day teaching within school, the Head teacher then reports on its implementation and impact within the Head teacher's report on standards and quality across the school. The teaching staff and governing body review this policy every four years, in line with the governors' timetable for policy review

The purpose of the review is to enable teaching staff to evaluate:

- the policy's value in supporting and challenging the staff, subject leaders, head teacher and the governing body;
- the impact of the policy on raising standards.

In the planned programme of monitoring and evaluating the quality of teaching, learning and assessment, the school:

- agrees the role of subject leaders, teachers and teaching assistants;
- uses opportunities for general overviews or specific analyses;
- decides how the information is collected, for example, through classroom observation, sampling pupils' work, discussions with staff and pupils;
- decides how the information gathered is used to inform strategic planning with subject leaders, head teacher and the governing body;
- identifies the school's strengths, areas for development and issues to be addressed by individual teachers, year groups, subjects, key stages or the whole school;
- constantly strives for improvement, for example, through colleagues working alongside each other, peer observation in the school or another school, in-service training, and how this support is sustained and developed.

## **Appendix A**

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

<b>Type of questions</b>	<b>Example</b>
<b>Open</b>	What do you think...? Why do you think...? How do you know...? Do you feel...? Find different ways of...? Can you try different ways of...?
<b>Closed</b>	What is...? What are...? When did...? How many...?

	Where is...? Where would you find...?
<b>Recalling facts</b>	Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.
<b>Observing</b>	Asks pupils to respond to a variety of experiences, using appropriate communication.
<b>Hypothesising, predicting or speculating</b>	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.
<b>Concluding</b>	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
<b>Personal responses</b>	Asks pupils to express personal feelings, thoughts and ideas.
<b>Discriminating</b>	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.
<b>Designing and comparing procedures</b>	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.
<b>Interpreting results</b>	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
<b>Applying reason or what they know</b>	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.

## APPENDIX B

### Assessment and Monitoring Timetable 2016/2017

It is really important that the dates detailed below for submission of data are kept to. This helps to provide evidence of a consistent approach across the Federation, and allow us to inform the different people that require this information on the specific dates that it is requested. These dates have been tallied to ensure this happens seamlessly and without problem.

Moderation will be carried out by the Senior Leadership Team on the Monday following submission of data, and evidence to support the assessments made will be asked for.

Dates and Times for Performance Management and Pupil Progress meetings have been allocated; please see Google Calendar for further details.

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
<b>Required Assessment Data</b>	EYFS data  ARE – Speaking and Listening, Reading, Writing and Maths (yr1 – 6)  Yr6 SATs results  Yr2/6 Assessment Grids  Foundation Subject Assessments – Science, Geography, History, PE  Phonics Tracker  Reading Age (Yr1-6) Spelling Age (Yr1-6)	EYFS Data  ARE - Reading, Writing and Maths (yr1 – 6)  Yr2/6 Assessment Grids  Yr6 SATs results  Foundation Subject Assessments – Science, Geography, History, PE  Phonics Tracker	EYFS Data  ARE - Reading, Writing and Maths (yr1 – 6)  Yr2/6 Assessment Grids  Yr6 SATs results  Foundation Subject Assessments – Science, Geography, History, PE  Phonics Tracker	EYFS Data  ARE - Reading, Writing and Maths (yr1 – 6)  Yr2/6 Assessment Grids  Yr6 SATs results  Foundation Subject Assessments – Science, Geography, History, PE  Phonics Tracker	EYFS Data  ARE - Reading, Writing and Maths (yr1 – 6)  Yr2/6 Assessment Grids  Foundation Subject Assessments – Science, Geography, History, PE  Phonics Tracker  Reading Age (Yr1-6) Spelling Age (Yr1-6)	EYFS Data  ARE - Reading, Writing and Maths (yr1 – 6)  Yr2/6 Assessment Grids  Optional SATs results  Foundation Subject Assessments – Science, Geography, History, PE  Phonics Tracker
<b>Assessments Due:</b>	Monday 17 <sup>th</sup> October	Wednesday 7 <sup>th</sup> December	Friday 3 <sup>rd</sup> February	Friday 31 <sup>st</sup> March	Friday 19 <sup>th</sup> May	Friday 7 <sup>th</sup> July

<b>Yr 6 SATs</b>	w/c 10 <sup>th</sup> October	w/c 28 <sup>th</sup> November	w/c 30 <sup>th</sup> January	w/c 13 <sup>th</sup> March	w/c 8 <sup>th</sup> May	Yr3/4/5 optional SATs – w/c/12 <sup>th</sup> June - ??
<b>SLT Moderation:</b>	Monday 17 <sup>th</sup> October	Monday 12 <sup>th</sup> December	Monday 6 <sup>th</sup> February	Tuesday 18 <sup>th</sup> April	Monday 22 <sup>rd</sup> May	Monday 10 <sup>th</sup> July
<b>Pupil Progress Meetings:</b>		w/c 31 <sup>st</sup> October	w/c 9 <sup>th</sup> January	w/c 27 <sup>th</sup> February	w/c 24 <sup>th</sup> April	w/c 7th June
<b>SLT Book Scrutiny:</b>	Monday 26 <sup>th</sup> September		Monday 23 <sup>rd</sup> January		Monday 15 <sup>th</sup> May	
<b>Lesson Observations</b>	w/c 19 <sup>th</sup> September		w/c 16 <sup>th</sup> January			
<b>Performance Management Meetings:</b>	TA appraisals – w/c 10 <sup>th</sup> October w/c 3 <sup>rd</sup> October			w/c 6th March		
<b>Parents Evenings:</b>	w/c 3 <sup>rd</sup> October			w/c 6 <sup>th</sup> March		

## APPENDIX C

### Handwriting Model used

Our schools use the Penpals handwriting scheme with the following letter formation

#### Lower case letters

abcdefghijklmnopqrstuvwxyz

#### Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

#### Numbers

1 2 3 4 5 6 7 8 9 0

### The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

**The break letters** (letters that aren't joined **from**) are:

b g j p q x y z s

See appendix 3 for examples of the break letters

NB children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

### Paper

As motor skills increase then the size of writing should decrease. Children should start writing in A4 plain books then as their handwriting improves then lined exercise books should be introduced.

### Reception

Children should write on plain paper or whiteboards. Children should also be given various opportunities to develop and practise their fine motor skills and letter formation, using a variety of materials. Towards the end of EYFS, or earlier if appropriate, children will be given a book to write in.

#### **Year 1**

Children should start the year as above. *When they are ready* they should move on to wide lined exercise books. Handwriting books should be introduced at the appropriate time.

#### **Year 2**

The majority of children should be ready to start the year in narrow lined books. For some children they will need to continue on wide lined books until ready and for a small number of children, particularly those with SEN) it may be necessary to use plain paper.

All children should be allowed to use unlined paper *from time to time* so that they can practise to apply skills and consider issues of presentation and aesthetics.

### Teaching Sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence

### Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate

- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard
- Form letters with beads in plasticene
- Finger trace the outline of letters on the back of the person in front of you

### **Getting ready to write**

#### **Seating and posture**

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

#### **Grip and position**

##### *For right handers*

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

##### *For left handers*

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 30 - 40°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

#### **Assessment**

The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the National Curriculum?

#### **Individual assessment**

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the National Curriculum?

#### **Links to spelling**

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use **Look – Say – Cover – Write – Check**

The child:

Looks at the word carefully

Says the word

Covers the word so that it can't be seen

Writes the whole word from memory

Checks the word is written correctly

If not, repeat.

### **Resources**

Penpals Handwriting Scheme

**Agreed date – 16.01.17**

**Review date – January 2020**

**Signed for on behalf of local governing body - *Su Read***