CYRIL JACKSON PRIMARY SCHOOL

HANDWRITING POLICY

VISION AND VALUES:



STATEMENT OF AIMS

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

STATEMENT RE: SCHEME OF WORK

Children are taught handwriting using a scheme prepared by staff members. The scheme is based on a mixture of the Nelson handwriting scheme, the National Literacy Strategy, expectations from New National Curriculum and the work by Ruth Miskin on Get Writing and clearly sets out progression in acquiring a fluent cursive, joined handwriting style. We aim to develop all children's ability to communicate in writing, from the initial stages of mark-making to presenting texts in a variety of forms.

TEACHING AND LEARNING

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.

At Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning fun.

Our goal is to combine excellence in teaching with enjoyment of learning.

In the Foundation stage children:

- Are encouraged to use a range of mark-making tools and different media.
- Given opportunities to record in all activities – indoors and outdoors.
- Experiences are planned to develop children's fine and gross motor skills, this will prepare them to become confident writers.

- Sit correctly at a table, holding a triangular pencil comfortably and correct
- Letter formation is linked to RWI/phonic teaching sessions.
- Children learn to print so they can read what they write.
- Children form lower-case & capital letters starting and finishing at the correct place
- Leave spaces between words

At Key Stage 1, children:

- Begin using the school scheme and are given support to develop fine and gross motor skills as appropriate.
- Handwriting is taught daily as children develop understanding of letter formations. They are taught to join letters when they can achieve correct letter formation.
- Handwriting is also linked to RWI/phonic and spelling work.
- Children learn to print so they can read what they write. When they can write legibly and quickly, they are taught to a joined cursive style.
- Lessons should be short, pacey with a clear purpose.
- Before children write a mental checklist of pictures to visualize the shape of letters and joins should be provided (this allows children to focus on their own formation without having to copy from the board)

Throughout Key Stage 2:

- Handwriting is taught in three to four sessions each week.
- Teachers model an even cursive style in all sessions but will focus teaching on a range of letter formations and joins during taught handwriting sessions (see school guidance).
- Children are encouraged to achieve a high standard of presentation with written work as this allows writers to communicate effectively with their readers.
- Children are encouraged to write with pencils for everyday work but are allowed to use pen when they have developed a fluent cursive, joined handwriting style.
- Handwriting sessions will link closely with learning in spelling, grammar and RWI sessions.

(See Teaching and Learning Policy)

ASSESSMENT

Learning must be focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. A focus on individual children will help to mainstream support for children with particular needs.

At Cyril Jackson we will use tests, targets and tables to help every child develop to his or her potential, help the school to improve and help parents and the public to understand the progress and performance of the school.

- Teachers will make judgements about children's progress in handwriting at appropriate times during the school day and week.

- Feedback is shared with children verbally or in marking comments so that children are clear about what they are doing well and what they must do to make progress.
- Books are monitored on a half-termly basis to ensure that progress is made by all children.

RESOURCES

Class teachers have access to their own copy of the school scheme. There are supporting resources in the staffrooms of the North and South buildings.
Children have access to a range of writing tools and aids to support writing where required. There are multi-sensory resources such as chalk, sand and trays available in both buildings.

TRAINING OPPORTUNITIES

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions.

(See Training and Development Policy)

EQUAL OPPORTUNITIES

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

(See Equal Opportunities Policy and Racial Equality Policy)