



CURRICULUM POLICY

This policy relates to all sections and activities of the school e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs.

1 AIMS

- 1.1** Red House School is committed to ensuring that the curriculum is broad and balanced and provides the opportunities for all its pupils to learn and achieve their potential.
- 1.2** We aim to make provision for academic achievement which gives pupils experience in linguistic, mathematical, scientific, technological, human and social physical, and aesthetic and creative education.
- 1.3** The curriculum aims to meet the needs of all children with the subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Educational Health and Care Plan (EHCP).
- 1.4** The school's aims and ethos are reflected in its Personal, Social, Health and Education (PSHE). The School's PSHE curriculum fully reflects these aims and ensures there are ample opportunities for pupils of all abilities to be challenged and make progress. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010).
- 1.5** Pupils at secondary age also receive appropriate careers guidance.
- 1.6** The curriculum has been planned to encourage the following amongst its pupils:
- A strong belief in the value of, and commitment to learning.
 - An understanding that learning is a lifelong process.
 - An ability to work independently and collaboratively.
 - Lively enquiring minds through questioning, investigating and making rational decisions.
 - Confidence in the skills of speaking and listening, literacy, numeracy and information technology.
 - Respect for themselves and each other.
 - Respect and care for the environment.
 - Development of physical skills via a programme of activities which is appropriate to their needs.
 - The pursuit of a healthy lifestyle.
 - An appreciation and respect for culture and the arts.
 - An understanding of the British Fundamental Values of democracy, the rule of law, individual liberty.
 - Racial tolerance and mutual respect for those with different faiths and beliefs.
 - An understanding of growth mindset and encouraging mindfulness and managing the demands of an academic workload.
 - Recognition of aspirations and achievements and celebration of success.
 - Preparation of pupils for the opportunities, responsibilities and experiences of adult life in British society.
 - Encourage SEND pupils to access the curriculum in a way that is appropriate for them in terms of an individual's access arrangements.
- 1.7** The following School policies are relevant to this policy:
- Teaching and Learning
 - Assessment, Tracking and Reporting
 - Homework
 - Marking and Feedback
 - Co-Curricular Activities
 - SEND
 - PSHE
 - RSE
 - SMSC
 - More Able, Gifted and Talented (MAGT)
 - EAL
 - Equality, Diversity and Inclusion

2 TEACHING AND LEARNING

2.1 Teaching and Learning Teaching and learning priorities are designed to establish these aims and to maximise the learning opportunities for all pupils through the highest quality of teaching. Please refer to the School's Teaching and Learning Policy for further details.

2.2 The quality of teaching and learning is the responsibility of the class teacher to monitor and evaluate and the Head of Department is to monitor this across the subject. This is achieved in a range of ways, including, discussions during departmental meetings, lesson observation and work scrutiny.

2.3 The Assistant Head (Academic) in the Senior School and the Head of the Junior School on the junior site have overall responsibility for the quality of teaching and learning across their phase.

2.4 Quality teaching is identified as including:

- High levels of subject knowledge.
- Effective planning with clear success criteria, differentiated to suit the needs and abilities of all pupils.
- Development and challenge for more able and gifted and talented.
- Effective use of lesson time.
- High standards of behaviour.
- Making effective use of classroom support, such as teaching assistants.
- Making effective use of assessments and feedback to help pupils to progress.
- Effective use of homework (please refer to Homework Policy).
- Promoting equality, diversity and inclusivity (please refer to Equality Policy).

2.5 Effective learning is identified as including:

- Pupils gain new knowledge and make sustained progress.
- Pupils engage in lessons and are willing to try new things.
- Pupils are able to apply their learning.
- Pupils are able to work independently and with resilience.

3 CURRICULUM

3.1 The curriculum at Red House is broad and balanced.

3.2 In the Early Years Foundation Stage (Nursery and Reception), pupils follow a programme of activities which is appropriate to their educational needs and learning which is outlined in the EYFS Statutory Framework; namely the three prime areas of communication and language, physical development, personal social and emotional development and the four specific areas of literacy, mathematics, understanding the world and expressive arts and design. French is also introduced.

3.3 In Key Stage 1 (Years 1 & 2), pupils study Literacy, Numeracy, Science, ICT, Geography, History, Religious Education (RE), Art & Design Technology (DT), French, cross curricular topics, PSHE and RSE. Music is taught by a music specialist.

3.4 In Lower Key Stage 2 (Years 3 & 4), pupils study English, Mathematics, Science, French, ICT, Geography, History, Religious Education (RE), Art & Design Technology (DT), cross curricular topics, PSHE and RSE. PE is taught by specialist staff and both year groups combine for their Games lesson on the Senior School site. In addition, Year 4 pupils participate in swimming lessons.

3.5 In addition to the subjects studied in Year 4, pupils in Upper Key Stage 2 (Years 5 & 6), have two afternoons of Games and Year 6 also study Design & Technology (DT).

3.6 In Key Stage 3 (Years 7, 8 & 9), pupils maintain a broad and balanced programme. A second modern foreign language, either German or Spanish, is studied or, for those pupils who require it, a programme of Literacy and/or Numeracy support. Some pupils will discontinue their study of a Modern Foreign Language if they have a SEND difficulty. This will be discussed with parents, the SENCo, the Assistant Head (Academic) and the pupil before a decision is finalised.

3.7 In Key Stage 4 (Years 10 & 11), it is normal at Red House for a pupil to study nine or ten subjects at GCSE. We do feel that this is sufficient for all pupils. The demands of coursework are heavy in some practical subjects at GCSE and to do more than ten subjects can produce an excessive load. It is not necessary to study more than ten subjects and there is a real risk that by attempting too many subjects, overall grades may be lowered and this is a significant disadvantage when it comes to application to university. Nine or ten subjects at Grade 8 are more valuable than a larger number of subjects at Grade 7.

3.8 In line with all good schools and with the requirements of the National Curriculum, we expect all pupils to maintain a wide and balanced curriculum at GCSE.

3.9 Every pupil in Years 10 and 11 must study English, English Literature, Maths and Science. A decision will be finalised in Year 11 as to whether pupils should enter the three separate Sciences or enter for Science + Additional Science. Pupils choose four subjects as GCSE options. They can select from: History, Geography, Religious Studies (RS), Art, Music, Computer Science, French, German, Spanish, Design Technology (DT), Art: Digital Photography, Art: Graphical Communication and Physical Education (PE).

From September 2021, Study Support is also offered in place of a fourth option for those pupils who would benefit from a slightly reduced curriculum. In addition, Further Maths is run as an after-school co-curricular club in Year 11 for the most able mathematicians.

3.10 In some cases, during the two-year course, it becomes clear that nine or ten subjects is too demanding. In this case we will discuss with a pupil and parents whether it would be best to discontinue a subject. We do not encourage this and we never require it. It is only done by agreement.

3.11 In addition to the package of GCSE subjects, all pupils continue to be taught in a number of other important areas. All pupils follow a course in PHSE and RSE (Relationships and Sex Education). We provide all pupils in the Senior School with access to the Unifrog platform; this provides accurate, up-to-date careers guidance that is presented in an impartial manner, which enables them to make informed choices about a broad range of career options and advice which helps to encourage them to fulfil their potential. Careers guidance takes place during PSHE lessons and occasionally during tutor time. Sport continues to be an important part of life at Red House.

4 ASSESSMENT OF PROGRESS

4.1 In EYFS, Nursery and Reception pupils are regularly observed and staff complete the Foundation Stage Profile, a mandatory assessment required by the Local Authority at the end of the Reception year. Teacher assessment is used to highlight progress from the beginning to the end of the year.

4.2 Cambridge University's INCAS assessments are also used to assess progress of pupils in Years 1-6. The school does not enter pupils for either the Key Stage 1 or Key Stage 2 Standard Assessment Tests (SATS).

4.3 In Years 7, pupils are assessed using the Cambridge University MidYIS tests. The MidYIS tests are designed to provide curriculum-free measures of pupils' developed abilities. Using this baseline assessment, staff are able to set pupil targets for the end of Key Stage 3, as well as for GCSE. After GCSE results are received, value added feedback is provided for the school. Pupils review their reports at the start of each term with their form tutors and set targets that are recorded in their pupil planner and in the tutor folder.

4.4 Throughout Key Stage 3 and 4, pupils who not making sufficient progress will be identified. The following interventions may then take place: dialogue with the pupil; meetings with the SENCo, Assistant Head (Academic), the Head of Year 6-8 or 9-11, the Form Tutor, School Mentor (if applicable) and parents. Please refer to the School's Assessment, Tracking and Reporting Policy for further details.

5 CO-CURRICULAR ACTIVITIES

5.1 Academic and examination work is, of course, central to the life of the school. There is, however, more to life at Red House than examinations. Please refer to the School's Co-Curricular Activities Policy for more details.

5.2 We believe strongly that every pupil should develop interests outside the classroom. This may be through the school's co-curricular programme or indeed within the wider community. There are many advantages to a pupil having interests and experiences outside school. This involvement contributes to a positive attitude to school and to life and this enhances academic success.

5.3 Red House School can claim a remarkable record in helping all pupils to achieve their academic potential. What we value most at the end of their time at Red House is parents saying that their child has enjoyed school and has done better than they could have hoped in the GCSE examinations.

6 SEND

6.1 Red House School adopts a 'whole school approach' to special educational needs and disability. Pupils with known Special Educational Needs and Disability will be monitored carefully in accordance with the school SEND and More Able, Gifted and Talented (MAGT) policies. We have a designated whole-school SENCo, and a SEND Lead in the Junior School.

6.2 Children with English as an Additional Language (EAL), or who have particular developmental needs, will be accommodated sensitively within the class. Within the EYFS there are opportunities for children to develop and use their home language in play and learning. Staff work closely with families to support children's language development at home. Please refer to the School's EAL Policy for more details.

6.3 All staff work to ensure the inclusion of all pupils. The School is committed to all pupils fulfilling their potential and achieving optimal outcomes, and will use best endeavours to ensure necessary provision is made in line with the following SEND legislation:

- The Children and Families Bill (2014)
- SEND Code of Practice (2014)
- The Equality Act (2010)

6.4 Where a pupil has an EHCP, every effort is made to ensure that the needs of that pupil are properly provided for. The SENCo works closely with teachers to ensure they are fully informed about the needs of the pupils and to advise on the best teaching strategies for them.

7 PROMOTING FUNDAMENTAL BRITISH VALUES AND SMSC

7.1 Fundamental British values are defined as:

- Democracy: Respect for democracy and support for participation in the democratic process.
- The rule of law: Respect for the basis on which the law is made and applies in England.
- Individual liberty: Support and respect for the liberties of all within the law.
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs.

7.2 In order to promote the SMSC development of pupils, Red House School:

- Actively promotes the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Prevents the promotion of partisan political views in the teaching of any subject in the School.
- Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

7.3 The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere. Please refer to the School's SMSC Policy for more details.

8 CAREERS GUIDANCE

8.1 Red House School is committed to preparing its pupils for further and higher education and for the world of work through a planned programme of Careers Education and Guidance. Through this programme pupils are prepared for life beyond the classroom, offering them opportunities to become acquainted with the types of decisions and choices which will face them in the future. Pupils are encouraged to take an active role in their own career learning as well as providing them with excellent support.

8.2 Careers Education and Guidance is delivered in Years 7-11 as part of the PHSE programme. In each of these year group's one lesson per week is used for the delivery of PHSE.

8.3 Pupils are provided with independent guidance, via the Unifrog platform. Additionally, pupils may take part in careers and post-16 programmes, such as The Spires co-curricular club or they may attend careers events such as Tees Valley Skills – a careers event involving the leading providers of work, education and training in the local area. In Year 11 local Sixth Form Colleges, Colleges of Further Education and other Tees Valley learning providers are invited to speak to pupils and give advice on courses and other post 16 options. Those interested in pursuing a career in the world of finance or business may take part in the ICAEW business competition held at Stockton Sixth Form College. Other events and a programme of guest speakers, the 'Be Inspired' programme, take place throughout the year to raise awareness of different careers and the world of work.

8.4 Red House School is fortunate to have many links with local businesses, parents and the community who come willingly into lessons to give presentations. Pupils are encouraged to find opportunities for work experience or work shadowing during school vacations. Presently, we are unable to provide, and take responsibility for a work-experience week but are keen to support pupils and parents with help and advice in organising their own. The careers guidance programme is managed by the Assistant Head (Academic). More information on careers provision at Red House can be found in Appendix 2.

9 COVID 19

9.1 The impact of COVID 19 and 'lost learning' due to lock down and remote learning continues to be monitored. Data from summative assessments, such as, internal end of year examinations will be analysed by Heads of Department, the SENCo and the Assistant Head (Academic). Where necessary relevant strategies for revisiting and consolidating prior learning will be developed and introduced to enable all pupils to achieve their potential.

Reviewed by: Dr R Ashcroft, L Roberts and S Haywood
June 2023

Ratified by: The Education Committee of the Board of Governors
June 2023

APPENDIX 1: WHOLE-SCHOOL LITERACY POLICY AND STRATEGY

1 OBJECTIVES

- To promote literacy.
- To improve literacy standards across the school.

2 AIMS

The aims of the Whole School Literacy Policy are to raise literacy attainment at every level of ability. Staff work together to integrate the skills of listening, speaking, reading and writing into the curriculum to maximise the potential of each pupil. The aims are:

- To highlight the importance of literacy in all subject areas
- To create an environment where reading is promoted across the school
- To provide time in school every week for all pupils to read
- To promote and support reading in non-school hours
- To promote writing across the curriculum.
- To promote the importance of grammar, spelling and legible hand writing at whole school level.
- To support pupils with their writing across different subjects.

3 WHOLE-SCHOOL LITERACY EXPECTATIONS

In all written work, we expect pupils to:

1. Write in full sentences (unless otherwise directed)
2. Include a title and date
3. Use basic sentence construction / punctuation
4. Learn key subject vocabulary (SPaG mats available)
5. Correct spelling errors three times
6. Write legibly
7. Paragraph and proof-read written work

4 MARKING KEY

- Exercise books must be handed in by the agreed deadline and then you have every right to have it marked and returned promptly. Teachers use the following marking code in addition to other written feedback.
- P this is correct, a good point
- PP excellent idea, well done
- ? I do not understand this
- ^ a word is missing
- sp spelling mistake
- P punctuation
- // new paragraph should have been started.

APPENDIX 2: CAREERS EDUCATION POLICY AND GUIDANCE

1 INTRODUCTION

- 1.1** Red House School is committed to preparing its pupils for further and higher education and for the world of work through a planned programme of Careers Education and Guidance. Through this programme pupils are prepared for life beyond the classroom, offering them opportunities to become acquainted with the types of decisions and choices which will face them in the future. Pupils are encouraged to take an active role in their own career learning as well as providing them with excellent support.
- 1.2** Careers Education and Guidance is delivered in Years 7-11 as part of the PHSE programme. In each of these year groups, one lesson per week is used for the delivery of PHSE.

2 AIMS

The Red House Careers provision has been developed in line with the Gatsby Benchmarks. The eight Gatsby benchmarks of Good Career Guidance are:

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

3 ADVICE AND GUIDANCE

- 3.1** Pupils are provided with access to Unifrog Careers website, this can be used in class and remotely. This provides pupils with personal guidance based upon their strengths and their interests. Pupils are also signposted to the National Careers Service which offers free, impartial information to pupils aged 13 and over. Additionally, pupils may attend careers events such as Tees Valley Skills – a careers event, involving the leading providers of work, education and training in the local area.
- 3.2** In Year 11, local Sixth Form Colleges, Colleges of Further Education and other Tees Valley learning providers are invited to come to Red House School by the Careers Lead (the Assistant Head (Academic)), to speak to the pupils and give advice on courses and other post 16 options, including apprenticeships. As part of our 'Be Inspired' programme, other events and a programme of guest speakers take place throughout the year, to raise awareness of different careers and the world of work.

4 EXPERIENCE OF WORK

- 4.1** Red House School is fortunate to have many links with local businesses, parents, alumnae, and the community who come willingly into lessons to give presentations.
- 4.2** Pupils are encouraged to find opportunities for work experience or work shadowing during school vacations.
- 4.3** Presently, we are unable to provide, and take responsibility for a work-experience week but are keen to support pupils and parents with help and advice in organising their own. In addition, virtual work placements are accessible via the Unifrog platform.

APPENDIX 3: DEPARTMENTAL, SUBJECT AND EYFS HANDBOOK GUIDANCE

The following information provides guidance as to the information that should be available to colleagues, SMT and inspectors from Heads of Department, Subject Coordinators and the EYFS Coordinator. Each handbook should contain the following:

1 GENERAL

1.1 Aims and objectives of the department/subject.

1.2 Overall description of departmental curriculum, e.g. within school curriculum plan, percentage time allocations, courses, syllabuses (public examinations).

1.3 Departmental organisation:

- Description of departmental organisation.
- Links across whole school – Nursery to Year 11.
- Links with other departments, if applicable.

1.4 Departmental Improvement Plan, including links to School Development Plan (SDP).

1.3. SEND and MAGT support that is at variance with school policy.

2 STAFF

2.1 Staff lists:

- Responsibilities
- Job descriptions
- Hours of working, if part-time.

2.2 Department timetable

3 DEPARTMENTAL POLICIES AND PROCEDURES

3.1 Teaching and learning policies, including criteria for establishing teaching groups, if applicable.

3.2 Differentiation of teaching and learning.

3.3 The following policies may be included in Departmental Handbooks if they are at variance with the School policies:

- Assessment, Tracking and Reporting
- Marking
- Homework
- Assessment programme and examples of assessments
- Assessment descriptors, national expectations criteria
- Rewards & sanctions
- Health and Safety – School Trips
- The integration of ICT within teaching and learning
- Equality, Diversity and Inclusion
- SEND
- MAGT
- Departmental Health and Safety policies, if applicable
- Risk assessments that are not within schemes of work.

4 RESOURCES

- Budget
- Assets register
- Teaching and learning resources available and storage of them
- Stock control procedures
- Policy on the management and maintenance of rooms, including displays
- System for ordering equipment, materials and resources
- System for changing for resources and activities, if applicable

5 SCHEMES OF WORK

A scheme of work is needed to enable teachers of varying experience and background to translate the GCSE specification, National Curriculum, programmes of study, EYFS curriculum and any other curricular requirements into a series of lessons which will achieve the objectives of the course. Cross curricular links with other departments should be highlighted. There should also be evidence of promoting Fundamental British Values and SMSC.

6 ACADEMIC PERFORMANCE

- Data from GCSE examinations and assessments of pupil performance using thresholds, national expectations or EYFS criteria.

- Analysis of results against baseline assessments, such as MidYIS, INCAS & EVIDENCE ME to evaluate progress against national norms to provide 'Value Added' data.
- Comparisons of performance over the past three years.

7 DEPARTMENTAL MEETING MINUTES

- Department meeting programme.
- Departmental minutes (using agreed proforma from Assistant Head (Academic)). Minutes do not usually need to be detailed but should list the decisions made and, if action is agreed, who is to carry it out and by when.
- It is possible to combine an agenda and minutes to reduce time and effort.

SCHOOL POLICY

- Each Department will have in place a cohesive, agreed scheme of work which reflects the guidelines given above. The Scheme of work should be known and fully understood by all members of a Department
- Responsibility for the creation, and the annual updating of a scheme of work rests with the Head of Department or subject teacher where applicable.
- Individual teachers have the professional responsibility of following the planned departmental scheme of work but it is ultimately the responsibility of the Head of Department to monitor that members of the department are following the scheme of work.

APPENDIX 4: JUNIOR SCHOOL HANDWRITING GUIDANCE

1 INTRODUCTION

1.1 This is a working document, which reflects the ethos and practice within the school in relation to developing a consistent handwriting style.

1.2 It has been written with due regard to the requirements of the EYFS Curriculum and the National Curriculum for Language and Literacy and it will be monitored and evaluated according to changes within these documents as and when they arise.

2 FUNDAMENTAL PRINCIPLES

2.1 Red House School's teaching of handwriting aims to ensure that all children will be able to:

- Recall the required movement for each letter (as exemplified in the Jolly Phonics Scheme).
- Develop a style which enables letters to be easily joined.
- Write in a way that is legible, fluent and fast.

3 ROLES AND RESPONSIBILITIES

3.1 The Literacy Coordinator should, in cooperation with the Head of the Junior School and the Assistant Head of the Junior School, ensure that the School's procedures for handwriting is being delivered throughout the Junior School.

4 PRACTICE

4.1 In EYFS and Key Stage 1, opportunities will be taken within the daily English lesson to reinforce handwriting skills; however, the direct teaching of handwriting will be done outside of the hour with all children receiving input 3-5 times a week to allow for direct teaching and independent practice.

4.2 From EYFS onwards, handwriting will be taught using the four main movement groups, as exemplified in the Jolly Phonic Handbook and the Nelson handwriting books:

- Down and off in another direction, exemplified by the letter – long ladder letters.
- Down and retrace upwards, exemplified by the letter r – one armed robots.
- Anticlockwise round, exemplified by the c – curly caterpillar letters.
- Zig-zag letters.

4.3 The children will be taught the uppercase formation for each letter, as exemplified in the Jolly Phonics Handbook.

4.4 From EYFS onwards, two letter blends, digraphs and trigraphs will be taught as joined units.

4.5 Once the children are able to form all letters with the correct orientation and size they will be introduced to the joined script and the four basic handwriting joins (letters not joined are b, s, j, y, g, p, x):

- Diagonal joins to letters without ascenders
- Horizontal joins to letters without ascenders
- Diagonal joins to letters with ascenders
- Horizontal joins to letters with ascenders

4.6 By the end of Key Stage 1, most children will be expected to join letters using the four basic handwriting joins showing clear ascenders and descenders. These will be further taught and refined throughout Key Stage 2.

5 RESOURCES

5.1 Choice of paper – for the direct teaching of handwriting and guided independent practice, children will be expected to work on lines to ensure they understand the orientation of the letter to the line.

5.2 In EYFS and Year 1, handwriting practice may be done on lined white boards with white board pens or in a lined English book. When appropriate in Year 1 or Year 2 the children will be introduced to and use the school's handwriting book. This will continue to be used throughout Key Stage 2.

5.3 In EYFS and Key Stage 1 the children will use pencils, handwriting pens will be introduced in Years 3-5 when appropriate.

6 SPECIAL CONSIDERATIONS

6.1 Developing an effective pencil grip

6.1.1 Children need to learn to hold a pencil with a grip that is relaxed but allows for efficient control of the pencil. The children will be encouraged to hold the pencil between the thumb and the forefinger with the pencil resting on the third finger; the thumb and fore finger should also be able to move slightly – this is known as 'froggy legs'.

6.1.2 Triangular pencils are used in EYFS to encourage this pencil hold and pencil grips can be used on pencils for children who experience difficulty with this hold.

6.2 Posture

6.2.1 Developing a good posture when writing is important and teachers should consider the following during handwriting sessions:

- Tables are large enough so that the children are not jostling each other.
- Tables and chairs should be the correct height so that children can sit comfortably with their feet flat on the floor.
- Lighting should be good.
- Children should have a direct view of the teacher and board.
- Children should use their non-writing hand to steady the paper and bear some body weight.
- The paper should be slightly tilted

6.3 Left-handed children

6.3.1 These children find writing from left to right more difficult. Teachers should therefore ensure they do not learn bad habits of position, posture and pen hold which will deter a fast, fluent, legible hand.

6.3.2 Strategies to consider with left-handed children during handwriting sessions:

- With young children model air writing, with the left hand.
- Make sure a left-handed child sits on the left of a right-handed child.
- Put a mark on the left side of the page to indicate where to start as some left-handed children mirror write from the right.
- Left-handed children may need to have the paper slightly to the left of the centre of their body and should be encouraged to tilt their paper clockwise so that they can see what they have written
- To avoid smudging their work:
 - Left-handed children should be encouraged to hold their fingers 1.5cm away from the end of the pencil/pen.
 - The pencil/pen should sit in the 'V' between the thumb and forefinger sitting parallel to the thumb.
 - The wrist should be straight.

7 USEFUL PUBLICATIONS

7.1 The materials listed below may provide further support:

- Nelson handwriting books.

APPENDIX 5: WHOLE SCHOOL PRESENTATION OF WORK GUIDANCE

1 INTRODUCTION

- 1.1** The School believes that, as part of its high expectations for pupils' academic attainment, it is important that the presentation of pupils' work is of the highest quality.
- 1.2** The quality of presentation reflects the children's skills and the pride they take in their work.
- 1.3** The School expects all staff to follow the procedures outlined below and to ensure pupils are informed of the requirements at each stage of their education.

2 AIMS

- 2.1** The main aims of this guidance are as follows:
- To encourage pupils to present their written work to the best of their ability.
 - To ensure a consistent approach to setting out work across the School.
 - To ensure there is an agreed expectation throughout the School regarding the presentation of work.
 - To take account of pupils with special needs and provide additional support or alternative methods of recording work.
- 2.2** Handwriting sessions will be held on a weekly basis in EYFS, Key Stage 1 & lower Key Stage 2 (Years 3-4) and children's pencil grip will be closely monitored in all lessons in these key stages.
- 2.3** In Year 5 upwards handwriting practice will take place in afternoon registration and will be supervised by the form tutor.

3 EYFS - RECEPTION

- 3.1** The date will be written by an adult.
- 3.2** Errors will be corrected by crossing out (using a single horizontal line).
- 3.3** Rubbers will be used at the teacher's discretion.
- 3.4** Pencil crayons will be used for colouring.

4 KEY STAGE 1 & KEY STAGE 2

- 4.1** The date will be introduced at the start of the Autumn Term in Year 1 with the expectation that all children will be able to write the date by the end of term.
- 4.2** The learning objective/title will be introduced at an appropriate stage by the teacher (according to a child's ability) with the expectation that all children will be able to write the objective by the end of the Spring/Summer Term of Year 1.
- 4.3** In English lessons:
- Should start with the date in long form which should be underlined with a ruler. i.e. Monday 28th November 2022.
 - A line should then be left.
 - The learning objective or title should be written and underlined with a ruler.
 - Once a child has established a consistent neat handwriting style in Year 3/4, they will be introduced to a handwriting pen e.g. Stabilo or a blue fountain pen.
 - All work from the start of the autumn term in Year 5 should be completed in pen.
 - Errors will be corrected by a crossing out (single horizontal line) or by a rubber (at the teacher's discretion).
 - All labelling should be completed with a pencil and ruler.
 - A line should be drawn with a ruler at the end of each piece of work before starting a new exercise.
- 4.3** In Mathematics lessons:
- The work should start with the short date underlined with a ruler i.e. 5.6.22. 05.06.22
 - The learning objective / title should be written and underlined with a ruler.
 - Pages of Mathematics books should be folded in half, where appropriate.
 - If a mistake has taken place the work should be crossed out (not erased) with one neat line and the work repeated.
 - Graphs must have a title which should be related to the labelled axes, which should have units (if appropriate).
 - Pupils should continue to use pencil for all Mathematics work until the end of Key Stage 2.
- 4.4** In lessons in other subjects:
- The date should be written and underlined with a ruler.
 - The learning objective/ title should be written and underlined with a ruler.
 - Coloured pencils to be used for colouring.

- Rubbers to be used at the teacher's discretion.
- Work that falls below the required standard should be redone by the pupil and the pastoral staff/ Junior School SEND Lead/whole school SENCo should become involved if persistent problems occur.

5 KEY STAGE 3 & KEY STAGE 4

5.1 Departments should formulate their own procedures on how pupils are to set out work, which should form part of the department's handbook, which is reviewed annually for the Head of Department and the Assistant Head (Academic).

5.2 It is overall School procedure that departments should adopt the following guidelines, where appropriate:

- Work should start with the underlined date and title in the margin.
- All work should be done using a blue or black pen.
- Diagrams should be drawn with a pencil and (when appropriate) a ruler and labelled.
- Graphs must have a title which should be related to the labelled axes, which should have units (if appropriate).
- Colouring pencils should be used for adding colour where appropriate in diagrams. Work that falls below the required standard should be redone by the pupil and the form tutor, Team Leader, SENCo should become involved if persistent problems occur.
- Presentation of work will also be monitored as part of a regular work scrutiny by members of the Senior Management Team (SMT) and within departments.