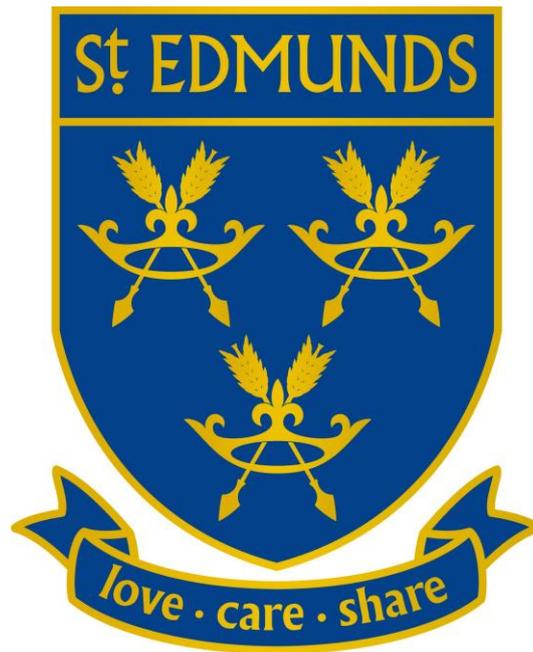


St Edmund's Catholic Primary School



Handwriting Policy

November 2020

The policy below has been reviewed in light of the Covid-19 pandemic. Amendments will be numbered and listed at the bottom of the document.

Contents:

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Introduction and aims

This policy aims to

- To help children develop a speedy, legible, fluent style of joined writing.
- To teach a pre-cursive program in KS1 and a cursive program in KS2.
- To teach the correct entry and exit points for each letter in the alphabet.
- To adopt a whole school holistic approach.
- To make children aware that different handwriting styles can be used for different purposes.

Legislative requirements and non-statutory guidance

This policy is written with reference to:

National Curriculum Primary programmes of Study for KS1 and KS2.

Roles and responsibilities

Subject Leader

Martin Harding – English Lead.

The Head teacher and Senior Leadership Team (SLT)

The Head teacher and SLT will review all curriculum policies every two years and through monitoring and assessment procedures will look at the strategic overview of how this policy is being implemented.

The governing board

Curriculum governors will review this handwriting policy in conjunction with the Head teacher and monitor the policy's effectiveness.

Teachers

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the progression of skills map.

Curriculum planning

Early Years Foundation Stage:

Reception will follow pre-cursive JoinitC1 handwriting program in line with the statutory framework for the early years foundation stage.

Key Stage One:

KS1 will follow a pre-cursive JoinitC1 handwriting program in line with objectives in the National Curriculum.

Key Stage Two:

KS2 will follow a cursive JoinitC1 handwriting program in line with objectives in the National Curriculum.

Teaching and Learning

Weekly, 30 minute handwriting lessons are taught across the school and recorded in English books. A cursive or pre-cursive alphabet is clearly displayed at the front of each classroom and in the front of the books. This gives the pupils a reference point to support their learning of handwriting.

In the Foundation Stage, good habits are established through focusing on the correct pencil grip, forming letters correctly and sitting in the correct position. Children experience a variety of hand- to-eye coordination activities including drawing, tracing patterns, making shapes in the air, in sand, paint and other media, to practise movements needed for letter formation. The children are taught how to form individual letters correctly. A variety of handwriting implements are used to support the children.

In Key Stage One, a pre-cursive scheme is taught. This continues to focus on the teaching of letter formation, with an emphasis on the entry and exit points for each letter. This supports children on their journey towards becoming cursive writers.

In Key Stage Two, children continue to consolidate their learning of the entry and exit points, but when children are ready, they are taught how to join letters to develop a fluent style. Once they have achieved a fluent, joined style they are encouraged to use a pen to develop their own individual style. Children, who are ready, will be awarded their pen licence in Year 4.

Assessment

Across the school, the children's handwriting will be formatively assessed by the class teacher, after each handwriting session, and against the Ros Wilson Standards for Writing Assessment for assessed pieces of writing.

In Year 2 and 6, handwriting will be formatively assessed by the class teacher, after each handwriting session, and against the ITAFS for assessed pieces of writing.

Inclusion and Equal Opportunities

We aim to ensure that all children have opportunities within the English curriculum, irrespective of gender, race, age or ability, so that they may develop to their full potential. Special pencil grips and/ or triangular pencils may be used to help those children who find it difficult to hold a writing implement securely. Equal opportunity includes having access to computers, apparatus, differentiated work and appropriate teacher support.

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinises, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice. This could take the form of:

- Assessed writing in English Assessment books.
- Weekly Handwriting lessons in English books.

The Head teacher and SLT will meet with subject leaders termly to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

This policy is to be reviewed in November 2022.

Covid-19 Amendments:

Book looks will be unable to take place due to bubble restrictions but will restart in January 2021.