



Curriculum Handbook

October 2015

Review October 2016

CONTENTS

1	<u>Curriculum Statement</u>
2	<u>English policy</u> <ul style="list-style-type: none">- Spoken language- Reading – word & comprehension- Writing – transcription (including handwriting & presentation), composition, vocabulary, grammar & punctuation
3	<u>Mathematics policy</u>
4	<u>Other Curriculum areas</u>
5	<u>Science policy</u>
6	<u>Art & design policy</u>
7	<u>Computing policy (linked to wider ICT policy)</u>
8	<u>Design & Technology policy</u>
9	<u>Languages (MFL) policy</u>
10	<u>Geography policy</u>
11	<u>History policy</u>
12	<u>Music policy</u>
13	<u>Physical education policy</u>
14	<u>PSHE policy</u>
15	<u>ASSESSMENT</u>
16	<u>MONITORING</u>
17	<u>MARKING</u>
18	<u>HANDWRITING & PRESENTATION</u>

Curriculum Statement

This document hopefully provides a useful framework for teachers and school leaders and governors regarding our curriculum. It is also there to inform parents who wish to know more about our curriculum in more depth.

South Marston CofE Primary School is committed to providing children with a broad and balanced curriculum that is relevant to children growing up in the early 21st Century. We understand that the world in which they live in now will be very different as they move through adulthood.

We follow the National Curriculum (2014) but approach it in our own unique way. South Marston embraces the 'creative curriculum', classes study a topic or theme into which are entwined many aspects of the National Curriculum. Generally Maths and some aspects of English such as spelling and grammar are taught as discrete subjects, however if meaningful links can be made to topics then we do so as we believe that children have greater success learning in this way.

This document should be read in conjunction with the National Curriculum (2014).

Please also see the South Marston CofE Primary School website for further updates to the curriculum.

English policy

English is the language of the future, the language of the computer. English is the most important tool you'll ever need, no matter what career you choose. You have the right to English. Make it your right!

Benjamin Zephaniah, Poet, Writer, Actor, TV and Radio Presenter.

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils are supported to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate.

All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils are supported to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

The statutory requirements which underpin all aspects of spoken language across key stage 1 and key stage 2 are also reflected and contextualised within the reading and writing domains which follow.

Reading

The National Curriculum programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

The teaching at South Marston CE Primary School focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is therefore emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is our aim that, by the end of their primary education, where appropriate, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

The teaching at South Marston CE Primary develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing are incorporated into the National Curriculum programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word

structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. See [Handwriting & Presentation Policy](#)

[Spelling, vocabulary, grammar, punctuation and glossary](#)

The two statutory appendices in the National Curriculum – on spelling and on vocabulary, grammar and punctuation – which an overview of the specific features that should be included in teaching the programmes of study inform our teaching at South Marston CE Primary.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the statutory appendices. These do not constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. The school follows the definitions provided in the non-statutory glossary in the national curriculum.

Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. Pupils therefore learn the correct grammatical terms in English and these terms are integrated within teaching.

[The Approach to the Teaching of English at South Marston CE Primary School.](#)

We have adopted the National Curriculum programmes of study for English as a basis for our English curriculum. Every class in key stages 1 and 2 have a daily hour of literacy. Discrete phonics and spelling is taught across a week. Additional time is also given to handwriting, individual reading, and listening to, and reading, stories and poems. The reception class follows the Early Years Foundation Stage curriculum.

When planning and teaching the English curriculum the following elements are considered:

- Differentiation to meet the needs of all pupils including careful planning of work to include a range of teaching strategies with a balance between audio, visual, and kinaesthetic techniques
- ICT and cross-curricular links are made where appropriate
- The careful marking of work in accordance with the marking policy
- Using reading and writing targets with the children to ensure progress is made

School Curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2.

The programmes of study are taught through fiction, non-fiction and poetry blocks lasting 2 or 3 weeks. These are identified on our long and medium term plans for literacy. Additional elements of the English curriculum are taught discretely:

- daily phonics in FS and KS1
- weekly spelling focus in KS2
- weekly guided reading sessions

Our school curriculum for English on a year-by-year basis is available online at our school website.

Planning

Long term planning identifies the blocks of Literacy that will be taught across the year groups aligned to the National Curriculum orders for English (2014).

Medium term planning is undertaken on a unit plan basis following the *Read – Analyse – Plan – Write – Review* teaching sequence over several weeks. Carefully chosen texts stimulate and enthuse the children to read and write. The audience and purpose for any writing outcomes are clearly identified.

Short term planning on weekly plans exemplifies the objectives for the week taken from the medium term plans. These plans show differentiation where appropriate and progression across the week. Additional plans outline the

discrete areas of English that are taught in addition to the daily literacy lesson, e.g. guided reading and phonics and spelling. At the end of each week evaluation informs future planning.

All plans are monitored on a regular basis by the Headteacher and the Literacy Subject Leader.

Assessment and Recording

Assessment is crucial to the learning process. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.

- End of year targets are set for each year group
- Termly Pupil Progress Meetings are used to track the progress of each child in reading and writing across the year

Formative Assessment

Teacher assessment is an integral part of good practice. Assessment is carried out on a daily and weekly basis to. It involves identifying children's progress against teaching objectives and targets, determining which children have achieved and moving them on to the next stage of learning. Where appropriate, additional support and interventions are identified for children not making the expected progress. Teachers annotate the weekly plans and record the progress of groups.

Summative Assessment

This includes:

- Baseline in the Foundation year
- End of year screening in Foundation year and Year 1
- Phonics screen in Year 1
- Year 2 NC tests
- Assessment weeks for all year groups, end of Term 1, 2, 3,4 5/6
- Year 6 NC tests

Recording

- Tracking in reading and writing against NC year group objectives
- Guided reading records
- Phonics check through Letters and Sounds word checklist – spelling and reading

Marking

Marking in English is part of the assessment and refining process. Please refer to our Marking Policy.

Monitoring and Evaluation

In order to monitor standards and progress the following systems are in place:

- Each teacher meets with the Headteacher and Literacy Subject Leader three times a year to discuss progress in reading and writing. Particular attention is paid to children working below age related expectations, children with SEN and children eligible for Pupil Premium.
- The Literacy Subject Leader is given time to monitor literacy through a range of activities which includes: analysis of tracking data for reading and writing (including RAISE online), lesson observations, scrutiny of work, review of planning and interviews with stakeholders
- Staff meet at least twice a year to scrutinise and level writing across the school
- SEN pupils will be assessed regularly by the class teacher and the SENCO. Steps are taken to provide additional support where appropriate. The SENCO and Literacy Subject Leader meet regularly to discuss identified pupils.
- The school's literacy action plan is part of the whole school development plan and is updated annually by the Literacy Subject Leader and Headteacher.

Mathematics policy

Quote : “ Numeracy is more than knowing about numbers. It includes an ability and an inclination to solve numerical problems, including those using measures. It also demands familiarity with the ways in which numerical information is gathered by counting and measuring and is presented in graphs and charts.”

Source: Anita Straker, OBE CB Educationalist & Mathematics writer

How it will be delivered

As a core subject within the National Curriculum Mathematics will be taught as a discrete subject with particular emphasis on number work, mental calculation and problem solving. Links will be made with other subjects and topics wherever possible in order to make the subject relevant and demonstrate to children the application.

Outside the Mathematics lesson children have the opportunity to practice Mental mathematics three times a week, at the beginning of the day when they first arrive in their classrooms.

The beginning of each Mathematics lesson is also based around mental mathematics and involves children working on their ‘Mathematics Passports’ (Targets). These are assessed every two weeks, children receive ‘stamps’ when they have demonstrated that they have met this objective. After three stamps (the objective being assessed on three different occasions) the target is deemed to be met. When all the targets are achieved Passport Certificates are given out in Friday Celebration Assembly, including the new targets that the children will be working on, that they can take home to practice.

Time The time spent will be at least 5 hours per week.

Resources Mathematics equipment is stored in the ‘Tech room’ & classrooms.

Planning

Teachers use the ‘Liz Hopkins’ Medium Term planning sheets to plan for coverage. Various resources assist with planning such as the ‘Abacus scheme’, ‘Maths Map’ and ‘Hamilton Maths’. Teachers should plan to meet the needs of their class rather than religiously following any published schemes.

The structure of the week is as follows;

Day 1	Day 2	Day 3	Day 4	Day 5
-------	-------	-------	-------	-------

Place value Number RUCSAC	Calculation Policy / Number RUCSAC	Calculation Policy/ Number RUCSAC	Geometry/ Statistics RUCSAC	Teaching Problem Solving Strategies
--	---	--	--	--

Assessment

Assessment of an individual child's progress will be seen as a continuous process and will be carried out:

- Using the teacher's professional expertise in marking, observation and listening on a daily basis.
- Teacher set tasks, including tasks related to Maths Passports (Targets)
- External tasks and tests, three times a year as a minimum
- National standard assessments tasks and testing at the end of the key Stage.

Teachers keep a 'misconception book' where they record misconceptions which children have, this is particularly useful when forward planning. Planning is also annotated in particular to identify children achieving beyond or below their objective.

Teaching problem solving

All lessons should have an element of problem solving within them. On a Friday (or a regularly chosen day in the week) the lesson is dedicated to problem solving and strategies are taught. **STOPS (Sequenced teaching of problem solving) Ray Mahers**

8 problem solving strategies;

- Act it out – make a model
- Guess and check – Trial and error
- Systematic – trial by improvement
- Make a list or table
- Look for patterns
- Simplify the problem
- Work backwards - eliminate
- Algebraically – write an equation

RUCSAC – Read, Understand & Underline, Calculate, Solve, Answer, Check

Problem solving resources

Maths Map

STOPS (Ray Mahers subscription based website)

<https://hwb.wales.gov.uk/Find%20it/Pages/Home.aspx>

<http://nrich.maths.org/public/>

<https://www.ncetm.org.uk/resources/12691>

Calculation policy South Marston CofE Primary school website

Other Curriculum areas

Differentiation

We differentiate by:

- Dialogue
- Giving extra time to some groups
- Setting up one task that has a variety of levels associated with it (star targets)
- Asking different level questions to match ability
- Giving different tasks to different groups
- Varying the level of adult support given to groups

Assessment

We assess by:

- Talking to the pupils and asking questions
- Discussing the work with the pupil
- Looking at the work and marking against the learning objective
- Observing the pupils carrying out practical tasks
- Pupils self evaluation of their work

Children are continually assessed, with work adapted to meet the needs of different individuals, groups and classes. In foundation subjects and Science we record three times a year if children are Emerging, Expected or Exceeding, and track progress accordingly at the end of Term 1, 3, 5. Assessments in English & Maths take place at the end of each Term.

Equal Opportunities

All children have an entitlement to participate fully in each subject, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children for whom English is an additional language will receive additional support as appropriate.

Reporting to Parents

Parents receive regular informal or verbal feedback as to their children's progress. In addition, parents also have the opportunity three times a year to meet with the staff to discuss progress and to see work.

Parents receive an annual written report at the end of the school year. This includes details of their children's progress and areas for development. Where appropriate the national test results are reported.

Resourcing

Subject Leaders, with the Headteacher, are responsible for the ordering, costing and allocation of resources to support the teaching of their subjects.

A review of resources is carried out periodically which leads to a prioritised list of requirements, ideally during Term 3 or 4. This is funded within the school's budget plan for the financial year. Subject leaders should seek approval from the HT first.

Monitoring and review

Subject leaders have a responsibility to monitor their subjects, a subject leader's timetable is created at the beginning of each academic year.

Science policy

‘Science has changed our lives and is vital to the world’s future prosperity... Pupils should be encouraged to recognise the power of rational explanation and develop excitement and curiosity about natural phenomena.’
National Curriculum in England (2013)

Aims

We want the children:

- To develop scientific knowledge and understanding
- To develop scientific enquiry skills
- To ask questions about the world they live in and make simple predictions about what might happen if...
- To look carefully at the world around them and use their 5 senses to say what it is like
- To be able to use observations to sort and measure things
- To record their findings in drawings, charts, words and tables
- To explain how to make their test fair and explain why it is fair
- To say what happened and explain trends in their results
- To have an everyday working knowledge of Science so they can apply it to their everyday lives
- To make use of ICT, Literacy and Numeracy skills
- To work safely

The attitudes we want to foster are:

- Enjoyment
- Always do your best (high expectations)
- Independence and confidence
- Treat each other with respect (sharing, listening to each other, listening to the teacher)
- Cooperation and collaboration
- Curiosity and imagination
- Treat the world around them with respect (being aware that living things are alive and need care and that the place we live in is important)
- Self-motivation

Meeting the Aims

We will:

- Provide a stimulating environment to promote effective learning in Science
- Ensure continuity and progression in Science by accurately assessing and recording this in order to inform future planning
- Give children lots of opportunities to develop and apply investigative skills
- Provide necessary resources for the children to be taught effectively
- Provide a safe environment in which to explore Science

Teaching and Learning

We use a variety of teaching and learning styles in science lessons. We share the learning intention with the pupils by stating it clearly at the beginning of each lesson. Our main aim is to develop children's scientific skills, knowledge and understanding through challenging, motivating activities that extend the pupils learning. This can be through whole class teaching, small group work, paired work or independent learning.

KS1 and KS2

We teach the national curriculum for science.

The long term (annual) plan identifies the science topics to be taught each term to each year group. The medium term plans identify the science objectives for the block of work for that term. Science skills are taught continually and are identified in teachers' short term planning.

Foundation Stage

We teach science through Knowledge of the World (Foundation Stage Curriculum). The emphasis is on practical sessions, exploring the outdoor environment as well as what can be taught in the classroom.

The planning is monitored by the Science subject leader to ensure curriculum coverage and an emphasis on practical exploration and investigation.

Assessment

We monitor the pupils' progress in skills by using progression wheels that are visible in each classroom. We plan for further development based upon what we have observed.

In Years 1-6 the 'Summative assessment sheet' is completed at the end of each unit of work. At the end of an academic year this is passed onto the next class teacher.

At the end of Foundation stage the children are assessed against the progress descriptors descriptors in their Foundation Stage Profile. At the end of KS1 the children are assessed using teacher assessments.

Resources

Resources are stored in a central area. The school library is also well resourced for Science books.

Success Criteria

- Teachers' planning is in line with Curriculum Framework
- Planning highlights specific scientific skills to be taught as well as the knowledge
- Children are given the opportunities to carry out investigations
- Children's books shows a variety of work, recorded in a range of ways
- Work is marked with reference to the learning objective
- Pupil achievement in Science is at least in line with National Average (end KS1 and end KS2)

Art & Design policy

“If you hear a voice within you say 'you cannot paint,' then by all means paint, and that voice will be silenced.”

Vincent Van Gogh

Aims

In addition to the Purpose & Aims set out in the National Curriculum 2014, at South Marston CofE School we also aim to;

The aims of art, craft and design are:

- to enable children to record from first-hand experience and from imagination
- and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children’s ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Planning

South Marston CofE Primary School uses the National Curriculum programme of study to ensure coverage of the periods and aspects of art to be taught. Long term planning at KS1 and KS2 is based on a two year rolling programme.

Where possible Art is also taught through the other subjects of the curriculum. E.g. Literacy, Design and Technology, History, ICT, RE etc

School visits including galleries and visiting experts enhance the children’s experiences. All activities whether in or out of school comply with the guidelines in the school health and safety policy. Appropriate risk assessments are carried out before taking children on educational visits.

Teaching Learning & Coverage

A variety of teaching and learning styles are used through the teaching of Art. Opportunities are provided for children of all abilities to develop their skills and knowledge in each unit and we build planned progressing so that children are increasingly challenged as they move up through the school. The Curriculum coverage documents provide a template for a progression of knowledge and skills required moving from KS1 to Lower Key Stage 2 and finally Upper Key Stage 2.

Resources

Most Curricular resources are stored in the main stock cupboard. We have a wide range of resources to support the teaching of art, craft and design across the school

Early Years Foundation Stage

In the Foundation Stage, children follow the Early Years Foundation Stage Curriculum. Art and Design is part of 'Expressive Arts and Design', which is a 'specific' area of learning.

During this stage, children sing songs, make music and dance, and experiment with ways of changing them. In addition, they use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, **art**, music, dance, role play and stories.

Computing policy * Links to wider ICT policy

“When faced with a steam-rolling technology, you either become part of the technology or part of the road!” *Nigel Willetts, Computers in Classrooms.*

“Intellectually challenging and engaging scientific problems remain to be understood and solved. The problem domain and solution domain are limited only by our own curiosity and creativity”

Jeannette Wing, Microsoft Vice President.

Aims

In addition to the Purpose & Aims set out in the National Curriculum 2014, at South Marston CofE School we also aim to;

- Develop pupils' as confident, active and safe participants in an evolving digital world.
- Improve pupils' ICT skills to support, extend and enhance other areas of the curriculum.
- Develop problem solving skills and computational thinking to help prepare children for the unknown future workplace.

Planning

South Marston CofE Primary School uses the National Curriculum programme of study to ensure coverage of aspects and skills of Computing to be taught. Long term planning at KS1 and KS2 is based on a two year rolling programme.

Where possible Computing will be linked to the topics being taught in class. Digital literacy skills will be taught through a combination of discreet lessons and as part of other curriculum areas, e.g. multimedia, communication and data presentation skills.

Links with other schools will be used when appropriate to further develop the children's understanding of the world wide web and provide opportunities for communication and collaboration through technology.

Teaching Learning & Coverage

Teaching of computing will be taught using a range of approaches including time to explore, research and investigate, as well as the more traditional approaches such as modelling. Children will have opportunities to work individually, in pairs or groups, using various devices such as laptops, input devices, programmable robots, etc. There will also be opportunities for non-computer based lessons. Planning will cover progression of skills as the children move up through the school, building upon previous knowledge.

Resources

Most computing resources are stored in the 'Tech room' or meeting room.

Design Technology policy

“When planning and constructing, enjoy failure and learn from it. You can never learn from success.”

Sir James Dyson

Aims

The aims of design and technology are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- To enable children to talk about how things work, and to draw and model their ideas.
- To develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Use and explore a range of materials, resources and equipment.
- To explore attitudes towards the made world and how we live and work within it.
- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- Use the internet to explore ideas and already made products.
- To foster enjoyment, satisfaction and purpose in designing and making

Food and Technology Aims

- To recognise the need for safety and hygiene when preparing food.
- To be able to measure ingredients accurately.
- To be able to follow a recipe and use appropriate tools to cut, chop, grate, peel ingredients and then mix them together.
- To recognize the need for health and safety when using kitchen tools.

Planning

South Marston CofE Primary School uses the National Curriculum programme of study to ensure coverage of the periods and aspects of art to be taught. Long term planning at KS1 and KS2 is based on a two year rolling programme.

Where possible Design Technology is also taught through the other subjects of the curriculum. E.g. Literacy, Art, History, ICT, Science etc

School visits and experts enhance the children’s experiences. All activities whether in or out of school comply with the guidelines in the school health and safety policy. Appropriate risk assessments are carried out before taking children on educational visits.

Teaching Learning & Coverage

A variety of teaching and learning styles are used through the teaching of Design Technology. Opportunities are provided for children of all abilities to develop their skills and knowledge in each unit and we build planned progression so that children are increasingly challenged as they move up through the school. The Curriculum coverage documents provide a template for a progression of knowledge and skills required moving from KS1 to Lower Key Stage 2 and finally Upper Key Stage 2.

Resources

Most Curricular resources are stored in the Tech Room and outdoor shed. All design and technology equipment and extra resources are kept in fully labelled boxes.

Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. Design and Technology in the Foundation stage aims to develop independence and self- evaluation of their work.

We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

Modern Foreign Languages Policy

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

We will try to achieve the National Curriculum objectives by linking learning in languages to class topics. We believe this ensures that the language learning process is kept as relevant and interesting as possible, We will also endeavour to embed languages in class routines and school life, offering praise for any contribution pupils make in the foreign language, however tentative.

As a foundation subject within the National Curriculum French will be taught to all children in Classes 3 and 4, as a discrete subject.

In classes 1 and 2 children will have a brief introduction to language learning.

Aims and objectives

By the end of key stage 2, we hope endeavour that the children can:

- **listen** attentively to spoken language and understand and respond **to spoken language** from a variety of authentic sources such as stories, songs, poems and rhymes .
- **speak** with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- **write** at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. We also require them to write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- **read** a range of writing in the language studied. appreciate stories, songs, poems and rhymes in the language and and show an understanding of words, phrases and simple writing.
- **broaden their vocabulary** and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- **understand basic grammar** appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Geography policy

“What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures?”

[Dr Rita Gardner, Director and Secretary, Royal Geographical Society.](#)

“What other subject tells us so much about the great issues of the age – global change, natural and human?”

[Professor Andrew Goudie, University of Oxford.](#)

“Without geography I would be lost”

Ray Norman, former Headteacher of South Marston Primary School

Aims

In addition to the Purpose & Aims set out in the National Curriculum 2014, at South Marston CofE School we also aim to;

- Excite pupils' interest in and curiosity about their surroundings.
- Develop a sense of responsibility for the earth and its resources.
- Improve pupils' literacy, numeracy and ICT skills through Geography.
- Develop pupils as active citizens.

Planning

South Marston CofE Primary School uses the National Curriculum programme of study to ensure coverage of aspects and skills of Geography to be taught. Long term planning at KS1 and KS2 is based on a two year rolling programme.

Where possible Geography is also taught through the other subjects of the curriculum. E.g. Art, Design and Technology, History, Literacy, Numeracy etc.

Fieldwork, visitors and visits are used to enhance the children's experiences and understanding, particularly of the local area. All activities whether in or out of school comply with the guidelines in the school health and safety policy. Appropriate risk assessments are carried out before taking children on educational visits.

Teaching Learning & Coverage

A wide variety of teaching and learning styles are used through the teaching of Geography. Opportunities are provided for children of all abilities to develop their skills and knowledge in each

unit. Planning will reflect progression of skills as the children move up through the school, ensuring they are challenged and able to build on prior learning. The Curriculum coverage documents provide a template for a progression of knowledge and skills required moving from KS1 to Lower Key Stage 2 and finally Upper Key Stage 2.

Resources

Most Curricular resources are stored in the 'Tech room' or Library.

Community Links

The skills and knowledge covered in Geography help the children widen their knowledge of the local area. We use the local resources (e.g. woodland, nature reserves, residential areas) to carry out fieldwork and investigations that help the children understand both human and physical aspects of the local area, and how they have changed. We also use this to compare our local area to other areas (nationally and internationally).

History policy

“How do you know who you are unless you know where you’ve come from? How can you tell what’s going to happen, unless you know what’s happened before? History isn’t just about the past. It’s about why we are- and about what’s next.” *Tony Robinson- actor and television presenter.*

Aims

In addition to the Purpose & Aims set out in the National Curriculum 2014, at South Marston CofE School we also aim to develop our children’s understanding of their local area and its’ significant nationally & globally.

Planning

South Marston CofE Primary School uses the National Curriculum programme of study to ensure coverage of the periods and aspects of history to be taught. Long term planning at KS1 and KS2 is based on a two year rolling programme.

Where possible History is also taught through the other subjects of the curriculum. E.g. Art, Design and Technology, Geography, Literacy, Numeracy etc.

School visits and visiting experts and borrowed artefacts enhance the children’s experiences. All activities whether in or out of school comply with the guidelines in the school health and safety policy. Appropriate risk assessments are carried out before taking children on educational visits.

Teaching Learning & Coverage

A wide variety of teaching and learning styles are used through the teaching of History. Opportunities are provided for children of all abilities to develop their skills and knowledge in each unit and we build planned progressing so that children are increasingly challenged as they move up through the school. The Curriculum coverage documents provide a template for a progression of knowledge and skills required moving from KS1 to Lower Key Stage 2 and finally Upper Key Stage 2.

Resources

Most Curricular resources are stored in the ‘Tech room’ or Library.

Community Links

We contribute to the local community by promoting the study and understanding of the local area. Children learn about how the area has changed over time. We use the community to enrich the history curriculum where possible, for example children’s grandparents are invited to come and speak about their experiences. Local historians bring photographs and postcards to show the children. The

school takes part in local events such as the launching of a book about the memories of older citizens.

Music policy

Quote: *“Music is the most universal of all arts. Ask any person in any city in any country what their favourite music is, and they’ll always have an answer. So treasure music and keep it with you always.”*

Aims

In addition to the Purpose & Aims set out in the National Curriculum 2014, at South Marston CofE School we especially aim to promote singing which promotes our Christian ethos through singing together as a school family in Collective Worship. This really lifts the spirits and makes us feel good!

Planning

Music is taught through the medium of story in Foundation stage. Percussion instruments are gradually introduced to allow the teaching of the musical elements as well as singing. The recorder is taught in Y1/2 & Y3/4. Musical notation is taught from Y3/4. In Y5/6 children progress to learning the clarinet.

Children have the opportunity to sing, listen & appraise music as well as to compose throughout the school.

Various music clubs are on offer throughout the school year, children in both key stages have the opportunity to take part in local or regional singing events, such as the Swindon Choir festivals.

Teaching Learning & Coverage

Music is mainly taught as a whole class, although there are opportunities for children to work in smaller groups as they get older. The Headteacher, a music specialist teaches recorder in lower KS2. The Swindon music service provide a set of clarinets and a teacher for Y5/6 once a week.

Resources

Most music resources are stored in the school hall or library. We also use composing software.

Community Links

We take the opportunity to sing both in and out of school. For example performing for the old people in the village (Friendly Club) at Christmas.

We take part in the Infant & Junior choir festivals at the Oasis in Swindon.

Physical Education Policy

“Exercise activates your brain and gives you energy for everything else, the energy to be enthusiastic about your work. So all your school work will gain from physical education.”

Source: Darcey Bussell, Dancer, The Royal Ballet. NC 2000

Aims

Through PE lessons and sports clubs offered by the school, we aim to ensure all children:

- **develop competence to excel** in a broad range of physical activities
- are **physically active** for sustained periods of time
- engage in **competitive sports** and activities
- lead **healthy, active** lives.

Key stage 1

Pupils should be taught to:

- master **basic movements** including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in **team games**, developing simple tactics for attacking and defending
- perform **dances** using simple movement patterns.

Key stage 2

- use **running, jumping, throwing and catching** in isolation and in combination
- play **competitive games**, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop **flexibility, strength, technique, control and balance**
- perform **dances** using a range of movement patterns
- take part in **outdoor and adventurous activity** challenges both individually and within a team
- **compare their performances** with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

We will ensure all of our children:

- swim competently, confidently and proficiently over a distance of at least **25 metres**-however the majority of our children will achieve far more than this.
- use a **range of strokes** effectively
- perform **safe self-rescue** in different water-based situations.

*See Swimming policy & procedures for more detail

PSHE Policy

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. “

Aims

The aims of PSHE is to enable the children to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self confidence and self esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community

Delivery

PSHE is a non-statutory subject. There are no standardised frameworks or programmes of study. A whole school approach will be used to implement the teaching and learning of PSHE. This policy has clear links with other school policies aimed at promoting pupil’s spiritual, moral, social and cultural development including our SRE Policy, Drugs Policy Behaviour Policy, Equal Opportunities Policy and Race Equality Policy.

PSHE will be delivered through a variety of teaching strategies as outlined in our PSHE curriculum map. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will also be taught through cross curricular links, collective worship and other activities or school events (residential visits, Enrichment , special activities planned to allow the children to work together under different circumstances), as well as through ECO Schools, Healthy Schools meetings and School Council, which provide links with parents and members of the outside community.

Assessment Policy

As schools redefine how to assess pupils' progress following the implementation of the National Curriculum (2014), this policy is in development and continually reviewed to ensure the school's assessment processes are as effective as possible.

Rationale

Assessment lies at the heart of the process of promoting children's learning. It should be used to inform future teaching in order to allow children to achieve and make progress. Assessment should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and measure progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- ensure all children make rapid and sustained progress, regardless of background or ability
- guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

Types of Assessment

Formative: this is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations should be annotated on teachers planning and a 'Misconception notebook' kept in order to ensure future teaching is closely matched to learning needs. Children are actively involved in assessment and time is given to ensure children reflect on their successes and how to improve their work. One 'Early morning activity' is set aside for responding to marking.

Summative: The school has devised an assessment calendar (see below) and formal assessments are used at agreed points in the year to track progress. From September 2014, the school is using a combination of assessments, some devised by themselves and some published materials. Summative assessments are informed by the professional judgement of teachers and not just based on the result of a test.

As a school we have adopted the NAHT's Key Performance Indicators. We track children's progress and achievement against these. Teachers assess pupil's achievement of these Key Performance Indicators. At each assessment point teachers make a judgement about each 'indicator' taught. A '1' is awarded if the objective has been taught and there is some evidence of this objective being achieved. Children are generally working towards the achievement of this objective, generally with support or scaffolding. A '2' is awarded if children have achieved the objective. A '3' is awarded if children have exceeded the objective and demonstrate 'mastery' of this objective, a deeper understanding, often applying this objective to other unknown concepts.

An overall judgement of '1', '2' or '3' is awarded for Reading, Writing & Mathematics based on the number of 'key performance indicators' achieved at that assessment point.

Assessment in the Foundation Stage

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Learning will be continually assessed to ensure that the next steps are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Foundation Stage Profile which is based on the teacher's "on going" observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded in the Profile. From September 2015, the school will use a baseline test on which children's progress can be tracked throughout their school life.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

teacher's planning (annotated)

children's books & Target passports (see Marking Policy)

Tracking spreadsheet

Year Profile

Standardisation/Moderation

The process of moderation is an essential part of the assessment system.

Teachers are involved in the moderation process to ensure agreement on criteria for awarding judgments.

with colleagues in school

with colleagues from other schools within the Cluster

by attending LA led sessions to ensure our judgements are in line with other schools

work scrutiny by subject co-ordinators

talking to children

Reporting

Reports promote and provide:

good home/school relationships

information for parents

an opportunity for discussion with parents
 in some cases, information with outside agencies
 targets for the children

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. For children at the end of Key Stages 1 & 2, additional information including details of the SATs or testing will also be provided. Children in Year 1 will take a Phonics screening test in the summer term which identifies whether children are working at age-related expectations.

Parents Evenings take place during the end of Term 1 / beginning of Term 2, during Term 3 and at the end of Term 6, which is optional following the school report being sent to parents.

Target setting and reviewing progress

Targets are set in September in conjunction with class teachers and SLT at Pupil Progress meetings. Following assessments at the end of Term 2, Term 4 and Term 6 Pupil Progress meetings are conducted. Staff are expected to bring 'Year profiles' where they have already identified any static pupils or pupils who require particular interventions.

Cohort target setting is linked to teacher's performance management.

Assessment Co-ordinator

The Headteacher is the Assessment Coordinator.

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored regularly in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

Governors

The Headteacher & SLT work with the Standards Committee, presenting assessment data, including the progress of particular groups. They in turn challenge underachievement as well as celebrating excellent progress and achievement. This information informs the School Development Plan.

Assessment points

Term 1		Term 2	Term 3	Term 4	Term 5	Term 6
Reception Baseline	End of Term 1	End of Term 2	End of Term 3	End of Term 4	Term 5 (Y6) (see National	

(completed by week 5)	Y1-6	Reception Y1-6	Reception Y1-6	Reception Y1-6	dates) Term 6 (Y1/2) (see National dates) Mid Term 6 Y1-5
-----------------------	------	----------------	----------------	----------------	---

Tracking Assessment

The Foundation Stage is tracked based on the points progress or 'jumps' made across the year. The percentage of children making 'expected progress' and 'more than expected progress' is tracked.

The percentage of children on track to be 'emerging', 'expected' or 'exceeded' by the end of the school year is also tracked.

Progress and achievement is also tracked for children in Y1-Y6.

	End Term 1	End Term 2	Term 3	Term 4	Term 5	Term 6
PROGRESS & ACHIEVEMENT EXPECTATIONS	Assessment isn't tracked however assessment information will be used to inform teaching in Term 2.	Most children 85% will be awarded a '1' overall for objectives taught. 33% Some children will have made better than expected progress, awarded a '2' overall for objectives taught.	Assessment isn't tracked however assessment information will be used to inform teaching in Term 4.	Most children 85% will be awarded a '2' overall for objectives taught. 33% Some children will have made better than expected progress, awarded a '3' overall for objectives taught.	Most children 85% will be awarded a '2' overall for the achievement of the vast majority of year objectives 33% Some children will have made better than expected progress, awarded a '3' for the majority of objectives. This demonstrates that they are working at 'Mastery' level	

Monitoring

Rationale

Our school vision is 'Achievement for all'. This policy sets out to ensure that all children achieve and make progress in school regardless of their starting points. By monitoring Teaching and Learning we seek to constantly reflect and evaluate this in order to provide the best possible opportunities for our children.

Purposes

The purpose of this policy is to ensure through monitoring that:

- teachers have a clear understanding of how to deliver a consistently high standard of teaching
- to meet the needs of all our children. In order to ensure children make accelerated progress from their starting point we expect for all teaching to be consistently 'good'. Where observations indicate that teaching could be significantly improved a programme of support is put into place involving observing examples of good practice, mentoring / coaching and follow up observations within two weeks.
- systems are in place which support children in their learning and reduce barriers of access to achievement.
- governors understand their role in supporting teaching and learning in the school. (The Standards committee leads in this area.
- the role of parents in their children's education is recognised and valued. (Home work is an area that could demonstrate this)

Learning Environment

For learning to take place it is vital that the environment is right. This includes;

- organisation of the physical resources
- easy access for the children to encourage independence
- use of Teaching Assistants / other adults
- use of ability groups / mixed ability groupings
- use of the school behaviour policy
- establishment of routines

Learning walks are particularly effective at establishing if the Learning environment is effective.

Effective Teaching

When lessons are monitored the following statements are considered as well as the latest Ofsted information on monitoring teaching & learning. Children's assessment data is considered as well as the impact of previous teaching. Children's books are a good way to assess prior learning, along with planning. Annotations also help to build the picture. Teachers in C2-4 should keep a 'misconception book' to support them when planning future lessons, identifying targeted key areas to work on

Teaching is effective when:

- teachers have defined precisely what skill, concept or knowledge the children are going to learn.
- The school system for this is the 3 star target for each lesson. The more precise the lesson objective / target the easier it is to assess either through questioning or through children's work. The discussion of the success criteria for the lesson will also support assessment and allow children to check their learning. L.O. is referred to during the lesson as well as the end.
- teachers' subject knowledge is adequate to deliver all subjects in the National Curriculum in terms of the skills and knowledge content. Teachers have the professional responsibility for this. Thorough preparation will be needed where teachers are less confident about the subject or the area to be taught. Secure knowledge on the part of the teacher will be needed in order to support the least able and challenge the most able.
- teachers present the lesson in ways which enable all children to learn. A variety of strategies such as demonstration, exposition and investigation should be used. In Key Stage 1
- organisation of the class so that taught input is not always given to the whole class at once, is considered to be an effective method of teaching. In Key Stage 2 in particular technology is a good teaching tool and needs to be exploited to support research opportunities particularly where literacy standards are below average.
- teachers use consistent and appropriate management strategies to support discipline and good order. For younger children this is likely to be built around good relationships with the teacher and teaching assistant. Lively and effective teaching will support children in remaining motivated and on task.
- The school's behaviour policy should be used consistently.
- teachers assess children's learning against the lesson objective and use the outcomes from assessment for forward planning. Marking is a way of recording assessment and giving feedback to children. Children in the Foundation Stage are assessed through focus observations by all adults in the classroom. Time in the taught day needs to be set aside to do this.
- teachers have high expectations in every lesson of what children can achieve and produce. If the lesson objective is achieved there will be measurable gains in learning.
- teachers have a clear teaching role at every part of the lesson using time well to work with the whole class or groups. They need to scan the room or scrutinise work to identify teaching points which can be explained further and to ensure children are not wasting time.
- teachers use homework to enable children to engage their interest, future learning or to consolidate and practise skills learnt in the classroom. Homework should be set regularly and assessed for feedback to children and parents (see marking policy)
- teachers help children to know where they are in the learning by providing written & verbal feedback (see Marking)
- Use of CDP to constantly evaluate, modify and improve teaching.

The Role of Governors

Governors support the quality of teaching and learning by fulfilling their roles with regard to:

- effective use of resources
- maintaining and developing the premises such that it is able to support the curriculum
- ensure that the curriculum is taught with due regard for health and safety
- monitor staff development and performance management to ensure it promotes good quality teaching
- receive and evaluate reports from subject leaders on standards in their subjects (Standards Committee)
- receive and evaluate the Head teacher's report to governors which includes information on Teaching & Learning
- evaluate initiatives to raise the quality of teaching in terms of outcomes in pupil attainment (School Development Plan)

Monitoring can include any of the following:

Drop ins

Unannounced observations

Planned observations

Work Scrutiny

Planning Scrutiny

Data analysis

We believe that effective monitoring:

Promotes excellent learning and teaching throughout the school;

Ensures excellent planning and delivery of the curriculum;

Identifies the strengths and needs for professional development;

Offers an opportunity to celebrate progress and success;

Provides information to support self-evaluation;

Ensures consistency throughout the school;

Ensures that every child is making good progress and is appropriately challenged.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning over time

Monitoring and Evaluation framework

An example overview of the year. See each Termly overview for more information.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Headteacher	Monitoring planning Lesson Observations Performance Management (including target)	Monitoring planning	Monitoring planning Lesson Observations Pupil Progress meetings	Monitoring planning Performance Management mid-year reviews	Monitoring planning Lesson Observations Pupil Progress meetings	Monitoring planning Performance Management reviews (or in September)

	setting)					
Assistant Headteacher / Inclusion Manager		SEN data analysed Pupil Premium data analysed		SEN data analysed Pupil Premium data analysed		SEN data analysed Pupil Premium data analysed
EYFS leader	Baseline EYFS staff Performance Management	EYFS data analysed		EYFS data analysed EYFS staff Performance Management Mid-year review		EYFS data analysed EYFS staff Performance Management Reviews (or in September)
Subject leaders	Planning & work scrutinises, learning walks Maths & English	Maths / English data analysed (end term)	Planning & work scrutinises, learning walks Maths & English	Maths / English data analysed (end term)	Planning & work scrutinises, learning walks Maths & English	Maths / English data analysed (end term)
PE	Impact of Premium analysed, new plan produced identifying areas for development		Monitor impact to date			Monitor impact to date
Other subject leaders	Other subjects are collegially monitored by staff through staff meetings See SDP		Other subjects are collegially monitored by staff through staff meetings See SDP		Other subjects are collegially monitored by staff through staff meetings See SDP	Year SDP reviewed. New SDP is written
Governor monitoring	Standards committee meeting	Standards committee meeting	Standards committee meeting Including data from end of Term 2	Standards committee meeting	Standards committee meeting Including data from end of Term 4	Standards committee meeting Including data from Term 5 & National assessment data.

Marking

Why do we mark?

- To enable a regular dialogue between the teacher and child
- To give a clear picture of what the child has done against the LO / 3 star targets
- To give recognition and praise for achievement
- To provide suggestions for the next steps
- To identify common and individual needs to inform planning
- To empower children in peer / self-assessment

Responding to marking

- In order for marking to make an impact on children's learning teachers should plan in time for children to respond to marking. This could be at the beginning of the day or a lesson.

How do we mark?

- At South Marston school lesson objectives are differentiated in the form of a '3 star target'. Work is then marked against one of these targets.
- We recognise that the most effective marking is done alongside the child, however we recognise that this isn't always possible.
- We use ticks to indicate where children's learning is meeting the Learning objective / 3 star targets. (tick /stamp next to the objective if met)
- In order for marking to have the maximum impact it should mainly focus on next steps or understanding of the objective. We should avoid 'Good boy' marking which doesn't reinforce anything.
- All work should be marked, however this may vary from subject to subject.
- Marking may be written or verbal. If verbal 'vf' should be marked to indicate 'verbal feedback'.
- Teachers may use any coloured pen to mark, but should ensure that they are modelling good handwriting and presentation.
- House points, stamps and stickers may be used to reinforce good work.
- Teachers should correct spelling, but take account of the age and stage of education of the child as it is sometimes unhelpful to correct every word as this would detract from the objective of the lesson. Children should be encouraged to write out corrections to spellings 3 times underneath their work
- When work has been marked by a supply teacher, it should be marked with an 'S'
- In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled.
- If a Teaching Assistant has supported a child with their work, they should indicate 'TA support'. Equally, the same for a teacher, 'T support'

How to we mark English?

- Every piece of work should be marked against the LO / 3 star targets. A tick next to the objective / target indicates that the objective has been met.

- At least three pieces of work a week should be marked in more detail, beyond ticking to say the objective has been achieved.
- Marking should also indicate a 'next step'. This could be in the form of a question.
- Spellings may be self / peer marked depending on the age of the children involved.
- 'Big Write' should be marked against a 'success criteria' sheet which is produced for each year group. Children's writing targets are generated from this and reviewed every Big Write (one to two weeks)

Big Writing 1 : Text Type

Date

Success criteria	Self	Peer	Teacher
Specific objective relating to the genre...			
Last target...			
New target...			

How do we mark Maths?

- Every piece of work should be marked against the LO / 3 star targets. A tick next to the objective / target indicates that the objective has been met.
- At least three pieces of work a week should be marked in more detail, beyond ticking to say the objective has been achieved.
- Marking should also indicate a 'next step'. This could be corrections to be completed or in the form of a question.
- Ticks should be used to indicate a calculation / solution is correct. A cross or dot indicates it is not.

All other written work

- Every piece of work should be marked against the Learning objective / 3 star target
- Comments should focus on next steps, helping children to improve their work next time.

Making marking manageable

Marking can be extremely time consuming but it is an essential way to help children improve in their learning. Strategies can be used to make it less time consuming;

- Plan which pieces will be marked in greater depth at the beginning of the week
- Some pieces could be marked with the whole class
- Peer marking can be an effective strategy if taught
- Ticking the objective / 3 star target is a quick way of showing 'You have met the lesson objective' without having to write this.
- Build in marking time in lessons, marking alongside a child can be most effective. This is probably easiest to do in Maths.

Handwriting & Presentation

The purpose of presentation

Presentation is an important aspect of children's learning. The quality of the presentation reflects the effort and pride a child has taken in their work. How work is presented depends on the purpose and audience of the work.

Materials should be available in each classroom (eg pencils, pens, coloured pencils, rulers etc). The children are allowed to use their own materials in Key Stage 2 providing they are appropriate to the task.

Presentation in practice

It is important to have a consistent approach to presentation throughout all subjects in the curriculum. Each piece of work will require:

- The long date will be written on the right hand side of top line (except Maths)
- The Learning Objective / 3 star target
- Date and title to be underlined with a ruler
- Question numbers to be written in the margin.
- Ensure the last piece of work is underlined before the children begin their next piece.
- Drawing a single pencil line, with a ruler, when mistakes are made in presentation (except art, where a rubber should be used).
- Diagrams should be drawn in pencil
- Blue/black ink should be used
- Handwriting pens, roller ball pens and fountain pens should be used, (not biro) when appropriate to the ability of the child.
- When writing on plain pages or paper guide lines should be used.

Presentation in Maths

Similar rules apply for Maths as above, with a few exceptions and additions:

- The date should be the short date only e.g. 15.03.15, but should be written in the same place on the page as other subjects
- When using squared books, the children should put one digit in each square.

Progress in Presentation across the school

Year group	Written work	Maths work
Reception/Year 1	<p>Children will still be developing fine motor skills and experimenting with a range of mark-making and early writing skills. They will use plain paper for many tasks but should have experience of the use of lines when ready to do so. The conventions of writing will be introduced and practiced. Cursive handwriting ligatures will be taught for some phonemes to encourage correct letter formation</p> <p>Where appropriate the teacher will produce stickers with the date and learning objectives on.</p>	<p>Children will be encouraged to record their ideas in a range of ways and use of plain paper will not limit their ideas. When children are ready to record more formally, children will be encouraged to use large squared paper, writing one digit in each square.</p> <p>Where appropriate the teacher will produce stickers with the date and learning objectives on.</p>
Year 2	<p>Date and 3 star target to be written. Where appropriate the teacher will produce stickers with the date and learning objectives on.</p> <p>Handwriting pens will be used by some pupils at the teacher's discretion.</p>	<p>Working in pencil only. Date and 3 star target to be written by the child and underlined. Title to be the 'we can' statement. Where appropriate the teacher will produce stickers with the date and learning objectives on.</p>
Year 3/4	<p>Date and 3 star target written by the child. Title to be short but related to the learning objective. Date and title to be underlined once using pencil and a ruler. Writing in pen should be introduced when appropriate to the ability of the child</p>	<p>The date and 3 star target to be written by the child. Date and title to be underlined once using pencil and a ruler. Title to be short but related to the learning objective.</p> <p>Lines and diagrams to be drawn in pencil, using a ruler, where appropriate.</p>
Year 5/6	<p>Date and 3 star target written by the child. Date and title to be underlined once using pencil and a ruler. Title to be</p>	<p>The date and 3 star target to be written by the child. Date and title to be underlined once using pencil and a ruler.</p>

	related to the learning objective. All children should be writing in pen. Pencil should be used for any diagrams or illustrations.	The title should be related to the learning objective. Writing can be in pen but children will carry out all maths work in pencil. Lines and diagrams to be drawn in pencil, using a ruler, where appropriate. Emphasis on lining up digits correctly when writing calculations in columns.
--	--	---

Handwriting

Philosophy

At South Marston CE Primary School we firmly believe that children should be taught handwriting explicitly, and have time to practice, so that they are able to develop a fluent style which will not only be legible but which will also reflect their individuality. We wish children to take pride in their work and the presentation should reflect the best of their capabilities. We also recognise that whilst beautiful handwriting is desirable for the final versions of writing, there are other occasions when speed is important and when writing which is legible and reasonably neat is acceptable.

Aims

We aim to ensure that our children are equipped with a style of handwriting, which is fluent and legible and which will support their future academic work in all areas of the curriculum, as well as the social aspects of writing.

To this end, we ensure that all of a child's needs are catered for, regardless of what that level of need may be.

1. How to sit

It is important that children are comfortable. They need to have sufficient room for their arm to move freely and easily across the page.

2. Left-handed children.

It is important that they are allowed sufficient elbow room and are encouraged to tilt their page so that they can see what they are writing. Left-handed children should never sit on the right of a right-handed child.

3. Children with special needs.

Children need to adopt the correct posture and suitable pencil grip. Special hand huggers are used with any children showing a particular difficulty. The development of fine motor

control is essential and to ensure this each class will have a 'finger gym' box to allow children to develop these skills in short sessions set aside for this.

4. New Children

Children who may join us part way through their primary life, who have been taught their letter formation in a different way, will not be expected to change their style in compliance with our policy, as long as the letters are being formed correctly and handwriting is legible as well as fluent and cursive.

5. Writing equipment and teaching handwriting.

Handwriting is taught explicitly within classrooms on a regular basis. Letter formation and joining is always modelled clearly to the children before they are required to practice.

Year Group	Writing Equipment	Handwriting
Foundation Stage	The children will have access to a range of writing tools in order to develop their fine motor skills correctly e.g. tracing letters in the sand and giant writing on the playground. When writing, Foundation Stage children will use pencil.	Children are taught the Nelson style of letter formation which already includes the necessary flicks to aid joined writing. There will be daily opportunities to practice their fine motor skills.
Year 1 & 2	Year 1 & 2 children will use pencil for their writing tasks. Where appropriate, some children in Year 2 may start to use a pen when practicing their handwriting.	The correct formation and later the joining of letters will be taught in Year 1 and Year 2 with the intention that by the end of Year 2 all pupils should be joining. This takes the form of 2 explicitly taught sessions per week (15 mins each), when pupils use their whiteboards and their handwriting books. The pupils then have the opportunity to practice their handwriting skills on a regular basis, in a variety of ways, e.g. magic pencil, use of a handwriting website etc...
Lower Key Stage 2	Children will use pencil for general work and will begin to use pen when it is appropriate e.g. their handwriting is joined and legible.	Children will start to move from regular practice to a specific slot once a week lasting about twenty-thirty minutes. The focus for the handwriting will be introduced at the start of the

		week.
Upper Key Stage 2	Children will increasingly use pen for the majority of writing tasks so that by the end of Year 6 they will have a fluent style in ink.	Children who have developed a neat, fluent style will now concentrate on more wider presentational skills which pervade all of their literacy work, such layout, headings and clear individual style. Joins that still need to be taught will be specifically taught and may be linked to spelling patterns.