High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

BROADWATER DOWN PRIMARY SCHOOL

LANGTON GREEN PRIMARY SCHOOL

Core Curriculum Policies

This is a shared policy, applied to all schools within the Federation and superseding any previous separate policies.

Approved	Autumn 2026
Next review	Autumn 2027

1. Curriculum Structures

We employ a number of curriculum tools to aid our teachers with the planning and assessment of the learning within the classroom. This allows us to ensure a consistency of approach in all classrooms, while also alleviating teacher workload and making sure that our pupils receive a highly structured knowledge-based curriculum.

	For the subjects below, schools across the Federation use the same tools and programmes of study:	
Core curriculum subjects	Phonics	Little Wandle for Letters & Sounds
	Maths	White Rose Maths
	English – Writing	We Are Wordsmiths [bespoke]
	English – Reading	[bespoke]
	Handwriting	Kinetic Letters
	Spelling	Oak National Academy
Wider curriculum subjects	History	Cornerstones
	Geography	Cornerstones
	Art	Cornerstones
	Design Technology	Cornerstones
	Computing	Barefoot Computing
	RE	Kent Agreed Syllabus
	PE	Get Set 4 PE

	Broadwater Down uses these tools and programmes of study for the following subject areas:	
Wider curriculum subjects	MFL (Spanish)	KaPow!
	Music	KaPow!
	PSHE	Coram Life Education

	Langton Green uses these tools and programmes of study for the following subject areas:	
Wider curriculum subjects	MFL (French)	Rigolo
	Music	[bespoke]
	PSHE	The PSHE Association

All of our planning for all of the subjects is rooted in the National Curriculum Programme of Study and the statutory end of key stage frameworks. However, we expect our pupils to have access to a curriculum which takes those documents as a minimum and challenges them to work on skills and subject content beyond these outlines.

2. What guides our decision making?

Our five point "Anthem" reminds us of our commitment to our pupils and reminds our pupils of the things that are important to us. We call it our anthem because it brings us together as a community, and is focussed on the here and now, not the distant future of a "vision statement".

FIND YOUR CROWD	• Inclusive • Welcoming • Respectful • Empathetic	• Collaborative • Understanding • Diversity
The best teams are built on shared values and interests, but they thrive on the richness of diverse backgrounds and perspectives. What unites them is trust, mutual respect, and a common purpose. At the High Rocks Federation, we believe that understanding others helps us better understand ourselves. By exploring different experiences and engaging with the world around us, we learn about our place in society. We are committed to fostering a community rooted in diversity, empathy, and equality, where everyone feels welcome, included, and empowered to connect.		
FIND YOUR STORY	• Self-aware • Ambition • Aspiration • Voice • Destiny	• Path • Own the past • Shape the future • Positive
A journey through a High Rocks school is more than just learning about the world around us; it's also a deeply personal adventure. Here, pupils gain the skills to understand themselves and collect the stories that shape their lives. By discovering who they are, our pupils learn to take charge of their own destinies, write the narrative of their lives, and – if they choose – make their voices heard in the world beyond our school gates.		
FIND YOUR HEART	• Kindness • Love • Soul	• Nurture • Beauty • Emotional literacy
Kindness is too often underestimated as a powerful force for change. At the High Rocks Federation, we believe in the impact of small, thoughtful acts and the ripple effect even one can create. We teach children to see and celebrate the beauty and love in the world around them through art, poetry, literature, dance, and music. The arts empower every pupil, opening doors to new possibilities, offering windows into the lives of others, and reflecting the unique soul of each individual.		
FIND YOUR FIRE	• Real • Driven • Energy • Focussed	• Courage • Desire to learn • Excellence
We all need something that inspires us, sparks our curiosity and captures our imagination. Learning should connect with the real world, making children eager to discover new experiences and develop new skills. At the High Rocks Federation, we champion courage over mere resilience. To us, courage means facing challenges head-on, with positivity and enthusiasm, rather than simply enduring. It's about meeting the world with a spark, not just surviving it. Children at our schools are prepared for the challenges of the future with drive, energy and courageousness.		
FIND YOUR MAGIC	• Imagination • Wonder • Curiosity	• Playful • Enriching • Alchemy
At the High Rocks Federation we want to preserve the wonder and magic with which children see the world. We want to enhance and enrich their experiences and understanding through curiosity, imagination and playfulness. The learning process itself involves a certain alchemy, blending neurological understanding with a spark of personality and wonder. We believe in the transformative power of education which will unlock pupils' potential, unleash their spirit and shape their future.		

Maths Policy

INTENT

Why do we teach Maths?

Mathematics is a creative and highly inter-connected discipline providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The 2014 national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Teaching and Learning Principles

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

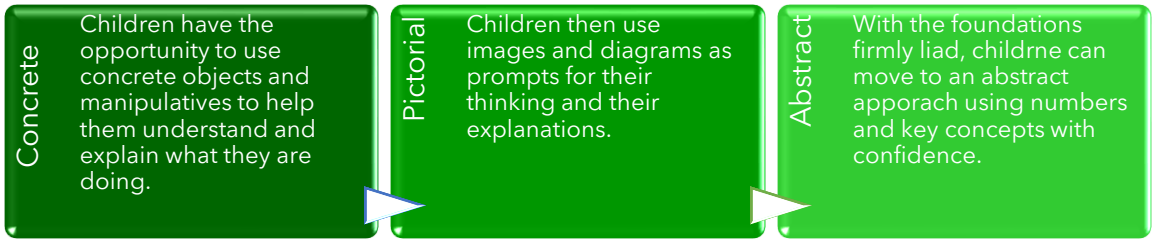
At Langton Green and Broadwater Down Primary Schools, we nurture a resilient and courageous response to mathematics. We encourage our children to understand that they can all achieve in maths and that there is no such thing as a 'Maths person' (which is the belief that some pupils can do maths and others cannot). A typical Maths lesson will provide the opportunity for all children, regardless of their ability, to work through fluency, reasoning and problem solving activities.

IMPLEMENTATION

Mastery of maths is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, children aim to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

We follow the White Rose Premium Maths programme of study. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

At Langton and Broadwater, we believe that throughout the school, pupils need access to different representation of number concepts in order to gain a deep, conceptual understanding. In all year groups, teachers move through concrete, pictorial and abstract representations in order to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they have learnt.



All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

IMPACT

Embedded learning

A mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Teachers look primarily (but not exclusively) for:

- Quick recall of facts and procedures;
- The flexibility and fluidity to move between different contexts and representations of mathematics;
- The ability to recognise relationships and make connections in mathematics.

Assessment of Mathematical Understanding

Maths is a core subject and is therefore assessed in line with other core subjects. Termly judgements about pupil attainment are made using summative test data and a portfolio of evidence accumulated in classrooms over the course of the term.

Teachers also assess mathematical skills formatively 'live' during lessons and provide timely and incisive feedback to pupils who need it.

Statutory assessments

Statutory assessments for maths include:

- The Reception Baseline Assessment, administered in the first six weeks of a pupil starting school and intended to establish their starting points at the start of their school journey.
- The Early Learning Goals assessment, administered at the end of Reception, measuring pupils against the key concepts and skills taught in the Early Years.
- The Multiplication Tables Check, administered at the end of Year 4. This check measures pupils' recall of multiplication facts using an online test with 25 questions.
- End of Key Stage 2 assessments, administered at the end of Year 6 and which measure attainment and progress of pupils at the end of their time in primary school.

All assessments are used to support next steps in learning for pupils.

Reading Policy

INTENT

We are schools that inspire our children to become self-assured and able readers. Our children leave Langton and Broadwater as articulate and literate individuals with a strong love of and passion for reading. We ensure this by creating a culture of reading which extends far beyond the classroom.

Why do we teach reading?

Reading is a vital skill that will support children's learning across the whole curriculum.
Reading has multiple purposes, allowing children to: learn something new, be entertained, be informed, understand themselves and others and be inspired. We cultivate readers with a passion for a wide range of materials and ensure that their love of reading allows them to build on their skills independently and in a wide range of subjects. With a strong emphasis on early reading, children can confidently access the entirety of the rich curriculum on offer within the High Rocks Federation.

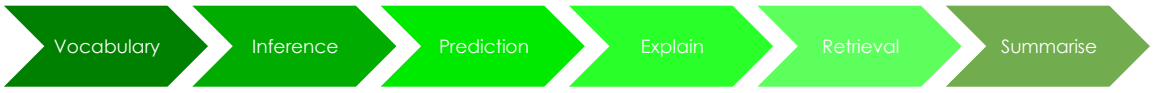
Reading for pleasure

"There is a positive relationship between reading frequency, reading enjoyment and attainment" (DfE 2012). Our federation community recognises the importance of reading regularly for pleasure. Staff provide access to high-quality texts and opportunities for reading throughout

The reading structure of VIPERS is used as research has shown that whole class guided reading sessions are an effective way of ensuring all children can access high quality reading material. VIPERS allows children to confidently and independently embed the vital skills for developing strong comprehension abilities and becoming accomplished readers.

IMPLEMENTATION

We teach Guided Reading in a whole class format. This allows class teachers to focus on one objective in depth each lesson and better prepares the children for the expectation of written responses at the end of Key Stage 2. We use the VIPERS structure to explicitly teach reading skills and provide the children with the necessary understanding to become well-rounded readers. The VIPERS strands can be broken down into:



The VIPERS structure is an inclusive and enriching way of teaching reading, as it allows all learners to be involved in the lessons. Children with SEN are supported within the lessons to access texts which the whole class are working on. Additionally, the open nature of the reading strands allows teachers to alter outcome expectations accordingly and appropriately challenge children to work at Greater Depth.

Each classroom has a substantial collection of high-quality texts accessible to the children. Further to this, the library offers a wide range of reading material across genres. Books the children are encouraged to read independently are organised to allow pupils to choose books of increasing complexity and sophistication as their comprehension skills increase. Reading lessons are often planned around high-quality texts linked to topics, although the skills of reading are not always

taught through books. Images, short films, trailers, poems and songs are often used during reading lessons.

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. We support high levels of parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly. Children are expected to read at home every evening and in Key Stage One, books are changed by staff weekly.

"Reading for pleasure is the single most important indicator of a child's future success."
– OECD, 2002.

Children in Key Stage 1 receive daily phonics lessons, working towards the aim of becoming fluent readers who can effectively decode texts. Any children who did not pass the Phonics Screening continue to receive support in Key Stage 2 if their ability to decode impacts upon them as a reader.

IMPACT

Assessment of children's reading:
Reading is core subject, therefore is assessed in line with other core subjects.
Children's progress in reading is assessed throughout the year in a number of ways.

Teachers use formative assessment in reading lessons through the children's verbal and written outcomes. Termly judgements about pupil attainment are made using summative test data and a portfolio of evidence accumulated in classrooms over the course of the term.

Moderation and monitoring:
The subject leaders and the senior leadership team monitor the teaching, learning and assessment of Reading regularly throughout of the year through:

- Phase meetings
- Book looks
- Informal learning walks
- Formal observations
- Discussions with pupils

Statutory assessments

Statutory assessments for maths include:

- The Reception Baseline Assessment, administered in the first six weeks of a pupil starting school and intended to establish their starting points at the start of their school journey.
- The Early Learning Goals assessment, administered at the end of Reception, measuring pupils against the key concepts and skills taught in the Early Years.
- The Phonics Screening Check, administered at the end of Year 1. This check measures pupils' decoding skills by asking them to read 40 phonetically decodable words. Pupils who do not reach the threshold score are assessed again at the end of Year 2.
- End of Key Stage 2 assessments, administered at the end of Year 6 and which measure attainment and progress of pupils at the end of their time in primary school.

All assessments are used to support next steps in learning for pupils.

Phonics & Early Reading Policy

INTENT

At schools within the High Rocks Federation, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic synthetic phonics programme. We start teaching Little Wandle Foundations in our Nursery and then, from Reception, we follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

IMPLEMENTATION

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to full-length lessons as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
    - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
    - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.
- Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

Daily phonics and spelling in Year 2

- Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.
- Once all Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.
- We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review.

Children in Year 2 to Year 6: Rapid Catch-up

- We timetable daily phonics lessons for any child in Year 2 and above who is not at age-related expectations for reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.
- These short, sharp lessons last 15 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs.
- We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.
- We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

Teaching reading: Reading practice sessions three times a week

- We teach reading practice sessions three times a week. These sessions:
    - are taught by a fully trained adult to small groups of approximately six children
    - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11 to 20 of 'Application of phonics to reading'
    - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
    - decoding: teaching children to use phonic knowledge to read words
    - prosody: teaching children to read with understanding and expression
    - comprehension: using dialogic talk to help children to understand the text.
- In Reception, these sessions start in week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCs and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.
- Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.
- Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.

IMPACT

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it, including through both formative and summative assessment strategies (see our assessment policy).

Statutory assessments

Statutory assessments for phonics include:

- The Early Learning Goals assessment, administered at the end of Reception, measuring pupils against the key concepts and skills taught in the Early Years.
- The Phonics Screening Check, administered at the end of Year 1. This check measures pupils' decoding skills by asking them to read 40 phonetically decodable words. Pupils who do not reach the threshold score are assessed again at the end of Year 2.

All assessments are used to support next steps in learning for pupils.

Writing Policy

INTENT

Why do we teach writing?

We teach children to write because of the deep relationship between language and thought. The study of writing is the next step in our children's development after learning to talk. The process of discovering written language (as a reader and a writer) is also one in which children learn to discern and share layers of meaning and understanding. Having an understanding of grammar is essential to being able to convey complex ideas and nuances of meaning within a piece of text. Learning to write clearly is learning to think clearly.

Aims and objectives

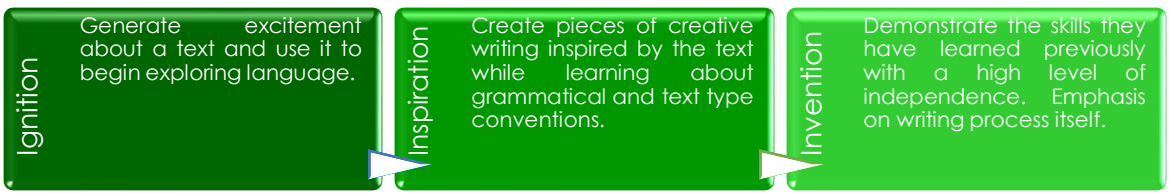
Through the teaching of English, we aim to:

- provide exciting and creative writing opportunities for a variety of purposes so children enjoy writing and recognise its value;
- provide pupils with opportunities for high-quality speaking, listening, drama and performance;
- enable children to write creatively with accuracy and meaning in narrative and non-fiction;
- increase the children's ability to use planning, drafting, editing and meaningful feedback to improve their own writing;
- support children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- develop pupils' ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

IMPLEMENTATION

Our teaching and learning model

This is a very flexible model for the teaching of writing at the schools with the High Rocks Federation. It gives a rough outline to a sequence of lessons, although teachers are free to interpret each of these elements in their own way to match the learning needs and cross-curricular themes of their classroom.



Ignition phase which is all about generating the children's excitement about a text. It could take a week or even just a day.

- The children explore the language in a model text, which demonstrates a high standard of vocabulary.
- This stage does not have to result in an outcome – except for the children's enthusiasm for the text!
- The children should spend this stage exploring vocabulary and language that is new to them.

Inspiration phase is about using the vocabulary from the core text to create new, individual pieces.

- The children learn about grammatical and text type conventions, while using the vocabulary that they studied during the first stage.
- Pupils produce new pieces (not replicas).
- This stage may take a couple of weeks and result in multiple outcomes.

Invention phase. Opportunities for highly individual, creative writing.

- Pupils use the vocabulary and grammatical skills that they have learned previously to produce a new piece of writing.
- Perfect opportunity for more able children to demonstrate mastery.
- Less able children still need scaffolding and support.
- Teaching emphasis on drafting and editing skills. Shared and guided writing.
- The writing produced for this phase may be closely linked to the cross curricular topic book.

Outcomes. Throughout all of the stages, children are clear on the purpose and audience of their writing. Tasks and texts are as meaningful and creative writing tasks are in books or for a display. Teachers consider how to make the pieces look as "real" as possible: a letter folded up and in an envelope which is stuck in the book; newspapers with headlines, pictures and organised in columns; illustrations for fiction writing or photographs/diagrams for non-fiction. Writing outcomes can be seen in English books, on display in the classroom and communal areas of the school and some may also be displayed in topic books to demonstrate some of the learning journey that the children have followed.

Spelling in Key stage 2 is taught using the Oak National Academy resources which support the content and progression of the national curriculum.

Key ingredients of an English lesson at Langton Green and Broadwater Down:

- GPS starter
- High quality model text
- Shared/guided/modelled writing
- High level terminology used to analyse texts

IMPACT

Assessment of children's writing

Writing is a core subject and is therefore assessed in line with other core subjects. Termly judgements about pupil attainment are made using summative test data and a portfolio of evidence accumulated in classrooms over the course of the term. The school uses a progression of assessment statements to monitor the children's progress.

Moderation of teacher judgements

Pupils' writing and teacher assessments of their writing are moderated regularly in phase meetings, SLT meetings and between year group partners in order to ensure consistency and accuracy. The school also aims to moderate writing externally with the local authority and with other local schools at least once every academic year.

Monitoring

The subject leader and the senior leadership team monitor the teaching, learning and assessment of writing regularly throughout the year.

Science Policy

INTENT

Why do we teach Science?

Science has changed our lives and is vital to the world's future prosperity. All pupils are taught essential aspects of the knowledge, methods and uses of science. Through building up a body of key foundational knowledge and concepts, they are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

Aims

- To develop pupils' enjoyment and interest in science
- To develop pupils' understanding of key scientific concepts and scientific skills.
- To ensure that children understand the relevance of what it is that they are learning.

IMPLEMENTATION

Principles of pedagogy

- To ensure that children learn through a range of engaging activities; including a variety of practical approaches, drama, singing, IT and thinking challenges.
- Children are taught how to work scientifically, the purpose of working scientifically and are given the opportunity to exercise these skills.
- To encourage collaborative learning amongst the children.
- To encourage independent learning. Children will be encouraged to explore, perform investigative practical work and solve problems.
- Careful planning and assessment will enable children to progress without repetition of activities or content.
- Differentiation, where appropriate, will allow all children to progress in their learning.
- Children will be encouraged to record in a range of ways. Teachers will carefully identify the reasons for a particular method of recording. Children will record independently when appropriate.

Coverage of the National Curriculum for Science

- The teaching and learning of Science is guided by the National Curriculum through the Cornerstones programme of study. Teachers are encouraged to interpret and adapt Cornerstones resources in order to make them bespoke for individuals whilst being very careful to maintain the robust sequencing of skills and knowledge.

Health and Safety

- The safe use of equipment, materials, places and spaces is promoted at all times. Teachers plans activities and investigations in line with the school's safeguarding and health and safety policies.
- All offsite activities will require the class teacher to perform a risk assessment.
- CLEAPSS will be contacted by teachers should they have a query concerning health and safety. http://primary.cleapss.org.uk/Resources/Doing-Things-Safely/Equipment/

IMPACT

Monitoring children's achievements and attainments

Every teacher is encouraged to develop a breadth of evidence relating to children's achievements. These could include: the children's science book, models, notes and assessment sheets used by the teacher, and electronic examples of children's learning (e.g. video, graphs, their own concept cartoons, etc.)

Once a year all teaching staff will meet in order to perform some moderation. Teachers will use their breadth of evidence to discuss reasons for awarding particular levels to children.
Each term, all teachers will update records to show where the children are working at. This summative assessment will enable the science leader to track children's attainment over time. Children who appear not be making the expected progress will be highlighted, and actions will be taken to support them with developing the aspect of the learning with which they are struggling with.

The science leader will perform children interviews/pupil conferencing throughout the year to assist the other teachers with making summative judgements, as well identify aspects of the children's learning that require developing.
The science leader will analyse end of Key Stage data, and will use this to inform the other teachers as to how the children in the school are progressing from year to year.

Monitoring provision for science in the school
Each year the science leader will observe science lessons being taught across the school. These observations will be used to identify areas of strength and where learning can be better developed in the future.

The science leader will check that every class has covered the aspects of science as indicated in the long term plan.

The science leader will monitor the use of science resources (equipment, IT, written materials, people, places and spaces) throughout the year.

Supporting the development of the learning and teaching of science
The science leader will identify aspects of teachers' practice that require developing. They will help to provide the necessary support for this to happen.

The science leader, with support from all other staff, will ensure that there are adequate amounts of resources, and that all of these are stored in a manner that makes them easily accessible to all.

The science leader will support colleagues with identifying ways to enrich the coverage of the science learning. This could include visits, visitors and competitions.

Handwriting Policy

Kinetic Letters
making hand-writing easy for everyone

1. **Introduction**
   1.1. This document sets out the School's approach to handwriting and presentation. It sits within the context of the School's vision and the other policies of the School; it applies to the whole School community – governors, staff, pupils and parents/guardians/carers.
   1.2. The School follows the national framework for the Early Years Foundation Stage ("EYFS"), Key Stage 1 ("KS1") and Key Stage 2 ("KS2") and the handwriting requirements of that framework (see Appendix 4) apply in full to the School.
   1.3. The outcomes that we will strive to ensure all our pupils achieve are:
      - Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
      - Having the stamina and skills to write at length, with accurate spelling and punctuation.
      - Having competence in transcription (spelling and handwriting) and composition.
      - Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
      - Having a comfortable and efficient pencil hold and working position.
   1.4. Handwriting is of fundamental importance to educating our pupils because pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised. The mastery of automaticity in handwriting is therefore one of the key priorities of the School.

2. **General Principles**
   2.1. Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. To achieve this, the School has chosen the Kinetic Letters handwriting programme.
   2.2. The programme has four threads.
      - Making bodies stronger
      - Holding the pencil (for speed, comfort and legibility)
      - Learning the letters
      - Flow and fluency
   2.3. The key principles of the programme are:
      - Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on.
      - Pupils are not expected to do anything before they are developmentally ready for it.
      - The different components of writing are mastered individually before being used in combination.
      - Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.
      - Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start.
      - Correct pencil hold is taught from the start (ie as soon as a tri-pod grip is developmentally appropriate).
   2.4. Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.

3. **Year groups**
   3.1. The Kinetic Letters programme is commenced in Reception (or Nursery if relevant) and is used throughout the School. By the end of KS1, each pupil should be working at the national standard and most should be working at a greater depth (see Appendix 2). Children will be using some of the strokes needed to join letters; teaching this will start in Year 2.
   3.2. By the end of KS2, the vast majority of pupils should be working at a greater depth than the expected standard, the exceptions being those pupils who started their primary education elsewhere, and statemented pupils. Pupils should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
   3.3. Handwriting practice takes place in sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem.
   3.4. Pupils in EYFS and KS1 will spend at least 20 minutes at the beginning of school day on activities that are part of the Kinetic Letters programme. Handwriting is taught in discrete sessions, separate from Phonics. Thereafter time allocation to maintain handwriting development and increase speed and flow, will be regular but at the discretion of the class teacher so long as appropriate progression continues to be made. Handwriting practice takes place on the 6-lined (or 3-lined or 9-lined if appropriate) Kinetic Letters white boards, with a transition to books via the "practice patch".
   3.5. The majority of the time, sessions are taught to the whole class with differentiated targets; reinforcement may take place in small groups and/or individually.
4. **Assessment**
   4.1. The assessment framework in the national curriculum will apply to each pupil when their progress is being assessed at the end of KS1 and KS2 (see Appendix 2). Prior to these two measurement points, teachers will use the Kinetic Letters assessment guides on a daily basis (Appendix 3). Marking of work by teachers will be positive and self-correction by pupils will be encouraged.
5. Special Educational Needs and Disability ("SEND")
   5.1. The School's SEND policy applies. However, it should be noted that the Kinetic Letters programme is applicable to pupils with dyslexic and dyspraxia (developmental co-ordination disorder).
6. Home involvement
   6.1. It is important that parents/guardians/carers are involved in supporting the learning of handwriting. Parents will be given details of the handwriting programme and encouraged to purchase Kinetic Letters resources that are used by the School.
7. **Presentation**
   7.1. The School will use the Kinetic Letters font for all class and display work produced in the School, ensuring consistent presentation that reinforces handwriting teaching. The general protocols for pupils' work is set out in Appendix 5.
   7.2. Class teachers are responsible for displays on the walls of their classrooms; a member of the senior leadership team will be responsible for all other displays in corridors and other rooms. Displays will include the Kinetic Letters Tree with moveable monkeys, Letter Family posters and examples of teachers' and pupils' handwriting. These will be relevant, up to date, in good condition and reviewed at least once a term.