



GENERAL CURRICULUM POLICIES

This policy applies from Reception to the end of Year 6.

Presentation Policy

A high standard is expected of the children at all stages of their learning, commensurate with their age and ability.

1. Throughout the Reception year, children are introduced to basic presentation skills, for example, ensuring that all work is dated and has a title. The children are also encouraged to write on the lines/in the squares of their paper and to size their writing appropriately.
2. In Year 1, the children build on these basic presentational skills. They become more accustomed to dating and titling work, and they focus on writing on the lines with more consistency.
3. In Year 2, all work should have a date and a title, which should be underlined. Through the year the children are introduced to DUMTUMS – see point 4.
4. From Year 3, all work should be dated and named using the DUMTUMS acronym:

Date, Underline, Miss a line; Title, Underline, Miss a line, Start.

In younger classes this may be done by the teacher. Specific details about each subject and their approach to setting out work can be found in the subject handbooks.

5. All individual sheets should be filed by the children, stuck in an exercise book or placed in a pupil folder. These folders should be kept tidy with current work at the front. The use of treasury tags with loose work is acceptable to keep it in date order.
6. Where pupils write in ink then only blue washable ink is to be used. Writing in pen usually begins in Year 4 and is the norm from the end of Year 4. Full details of our approaches to handwriting are contained in the Handwriting Policy below.
7. No biro is to be used in formal work.
8. The use of white correction fluid is not permitted but correction pens are permissible.

Marking Policy

1. All work must be marked. Even notes must be acknowledged by a tick to show that they are correct and have been checked.
2. Work throughout the school is marked in green pen.
3. Marking should be focused on the individual ability and developmental stage of the child and linked to the learning objectives of a lesson. It should also contain reference to the St Piran's Learning Habits language, as appropriate.
4. Marking should inform the next stage of planning for each child's needs.
5. All marking should be in cursive handwriting and clearly written for children to read and understand.
6. As pupils move through the school the correct use of English should be encouraged by all the staff and all marking should support the teaching of basic English skills.
7. Incorrect spelling should be corrected where appropriate and a number of words appropriate to age and ability may be listed at the bottom of a piece of work for the child to copy out. Technical words for a particular subject should be corrected where appropriate. Word books and word lists should be used to support pupils in specific subject areas.
8. Teachers must have a consistent marking scheme and this must be explained to the pupils in the most appropriate way.
9. Marking should be accompanied by comments that are helpful in directing or encouraging the pupil as to how they can make specific improvements. All comments that require a response must be followed up. Older children should be encouraged to initial comments made by staff or even comment back where appropriate.
10. Lower School begin to use the '3 tick system', marking against the objective where 3 ticks means the child has achieved, 2 nearly achieved and 1 to revisit. This supports Reception, Year 1 and Year 2 children, particularly when reading teachers' comments may be an issue. They also use a star to identify a good point and an arrow to suggest a next step. Any verbal feedback is marked as VF with a word or two to indicate what was said, e.g. capitals. There is a sheet at the start of each subject exercise book which shows what each symbol represents.
11. Wherever possible work should be marked and returned to the pupils by the following lesson.

Some subjects may have additional marking requirements that are included in the subject policy and subject handbook.

Handwriting Policy

The school operates a policy of teaching cursive handwriting throughout the school. When a child is ready to join they are introduced to the continuous cursive script. A copy of the handwriting scheme and practice exercises are held by the SENCo.

- Pupils entering lower down will be encouraged to adopt the St Piran's style;
- We encourage a dynamic tripod grasp or a dynamic quadropod grasp as the most efficient way to hold a pencil;
- Pupils entering the school at Year 5 or above will keep their current style if it is neat and legible;
- Work on letters begins in pencil, using a triangular pencil or pencil grip and then a normal HB pencil. Please note that left-handers should use the same grip but move the paper;
- In Middle School and in Maths work, a sharp HB or 2H pencil is used;
- The move to pen is made when ready in Year 4. Moving to pen requires consistent high standards of work in pencil to be noted by a Year 4 class teacher. At this point the Head of Middle School will see the work as well and a certificate is awarded. This will be given out to the pupil in assembly with a "first" pen;
- No ball point or Frixion pens are allowed although fibre-tip or roller-ball pens are, especially for left-handed pupils. Ink colour is to be BLUE.

Reviewed by: All staff
Date: November 2017
Next Review Date: January 2019