



# Pioneer Federation

## Book Policy

(‘Presentation Policy’ included within text and a distinct ‘Feedback for Learning Policy’ (pages 4-6) and ‘Handwriting Policy’(page 7))

## A policy for quality and consistency

‘Promoting and valuing learning through books’

### Belief and Values

We firmly believe that the environment drives behaviour and that we cannot separate ourselves from it. Our commitment to developing and maintaining the highest quality of environment is central to our efforts to raise standards within the context of a rich and varied curriculum. Our **Book policy** is closely linked to our **Learning Environment Policy** and serves to reinforce the core values that underpin relationships in our school. The environment and the manner in which we develop it, and the learning within it, communicates the values and the ethics that underpin the culture of our school.

‘It matters. It’s a message. They are a visual model of the ethic within the building’ they show ‘the children, teachers, and the parents that somebody cares about them’. **Ron Berger**

Alongside our reward system (see Pupil Discipline Policy) we strongly believe that we use the environment to ‘reward’ the outcomes of our collective endeavour and great effort. We are committed to supporting all children in developing the skills of persistence, resilience and collaboration so that they have the attitudes and dispositions that give them strength and determination for the future.

Our books are evidence of children’s attitudes to learning. We expect equally high standards across all subjects, years and classes. Our **Book Policy** is underpinned by our commitment to consistency, precision and equality of opportunity for all and we therefore have very clear guidelines and expectations as to how all books are established and maintained. We expect all staff to evaluate the quality of their class books in the context of these agreed protocols and ensure they achieve the very best outcomes.

#### **As a school we aim to:**

- develop in children a love of learning
- develop excellent organisational skills in children
- promote qualities of care and pride in our learning
- promote high quality skills of recording, note taking and application
- create clear sequences of learning in books that lead to high quality outcomes
- develop clear learning dialogues between adults and children

# Children's Books

To create something exceptional, your mindset must be relentlessly focused on the smallest detail.

The manner in which we present learning in books and the books themselves have a direct impact on the way in which learners use them and the quality of the learning that happens throughout them. All children's book should evidence **'that we all care and value learning'**.

The books and the learning within them communicate the principles that underpin our philosophy for learning and should therefore support expectations, attitudes, outcomes and pride we have in our learning. (See 'Every Lesson Counts/ Teaching & Learning Policy')

## **Children's books will:**

- be well organised, clean and tidy. When someone looks through the learning their eyes should be caught by clear presentation, carefully drawn diagrams and clearly marked work with thoughtful feedback and responses **(see feedback for learning policy on pages 4-6)**
- evidence good quality learning with high quality presentation of thoughts and ideas
- evidence clear progress in learning across the week, term and year

## **Therefore:**

- Teachers' marking will be in **green pen** using a neat joined cursive script; clearly modelling handwriting expectations and tightly aligned to the learning intention for that child **(see feedback for learning policy on pages 4-6)**
- Children's responses will be in **red pen** using a neat joined cursive script **(See Handwriting Policy page 7)**
- Children will use handwriting pencil and colouring pencils in books
- Felt tips will not be used
- Children's handwriting will always be neat and clear, using joined cursive script
- All front covers will be clean and kept free from marks, scribbles or smudges
- Front covers will be clearly labelled in **black/blue pen** with full name, class and subject area
- Any illustrations on front covers will be sticky backed to stop peeling corners
- As groupings in class are flexible and sensitive to children's learning needs. Books will not be marked with groups or set. However books will be marked with a **yellow sticker for SEN, green for PPG and purple for G&T.**
- All books will contain presentation expectations at the beginning. These will be signed by both the pupil and classteacher.
- Additions to the books such as graphic organisers, pictures or photographs, will be trimmed tidily and stuck in using Pritt Stick. These additions will be cut neatly to fit within the page
- Books will be stored centrally and kept tidily to prevent turned or torn corners

In the **Early Years Foundation Stage**, termly topic books are used to document progress and support children's developing skills, independence and recording. Children will begin to use cursive script starting with a lead in stroke so that they are able to join when ready. Teachers' marking will be in green pen and handwriting will model expectations. Pupils will respond in red where appropriate.

## **To ensure books are of the highest quality, all teachers will:**

- Plan the learning that children place in the books and ensure they have the appropriate materials necessary for producing the best quality of work. (Good pencils, rulers and appropriate paper for different tasks)
- Ensure resources are organised and neatly stuck in to books
- Support children to develop good dispositions for learning that support them in evaluating the quality of their learning in books
- Model clearly expectations of presentation and organisation- Set them clear guidelines for each piece of work so they know what is expected of them
- Ensure children's learning is scaffolded so that expectations are met
- Support children in developing pride in their learning
- Design tasks carefully so that they are relevant and support the learning journey
- Stick work into books precisely, using Pritt Stick, so that learning does not bubble and doesn't curl back
- Ensure learning is personalised so that children do not produce mass versions of the same 'blue print'

- Poorly presented work will be commented upon and directions given as to how/where to improve. Poorly presented work should be repeated.
- Common, widespread grammatical errors should form the basis of a future lesson. Spelling corrections should be either be put in the margin or written above an error. Common spelling mistakes should be incorporated into relevant curricular areas. Children should be asked to write these into their individual word books.
- The guidelines will be shown at the front of each book. There will be an agreed format at the front of all books. This will list all the expectations for presentation and marking. This will be signed by both the pupil and the classteacher.

<u>Year group</u>	<u>Written work</u>	<u>Numeracy work</u>	<u>Correction</u>
<b>Foundation</b>	Plain/Wide lined paper All dated by adult or in success criteria.	Plain/Wide lined or squared paper	Clean rubber by practitioner or single line.
<b>KS1</b>	Wide lined paper. Dated by children or within success criteria, Title, Line guides used with plain paper where appropriate. All work to have a margin.	Large squared paper (10mm)/plain paper, Dated by children (short date ) or in success criteria, Titled Work to begin two squares in and one digit per square.	Use of clean rubber supervised by teacher or single line.
<b>KS2</b>	All work will have a title and <b>long date</b> written by child if not in success criteria. If using plain paper, line guides to be used if appropriate. Mistakes will be corrected by a single solid line. All work to have a margin.	All work will have title and <b>short date</b> . Small squared paper (one digit per square). All work to have a margin. Clean rubber for mistakes. Work evenly spaced and numbered. Pencil only.	Clean rubber used for maths only or single line.  Single line used in writing books.

## Maintenance

'Have nothing in your house that is neither useful nor beautiful'. **William Morris**

**We take pride in the things we value and we value the things that matter. In developing a culture and ethic of excellence, we strive to evidence this in the outcomes of our collective hard work and effort. It's worth it!**

**Creating a classroom culture where the learning and books are respected and valued is key in our drive for excellence.** Children must be supported to use their books as journals that evidence and support their progress and learning. Children must be supported and encouraged to take responsibility for the care and maintenance of their books; this directly relates to our school values and supports children in developing a respect and an understanding of the importance of caring for and developing the quality of their learning. It is important that adults' behaviours model this by ensuring that their actions demonstrate the value we place on a creative, well maintained learning environment.

As part of this teachers and their children will:

- Understand and use our clearly defined protocols for the use of books
- Take pride in the class books and develop habits that notice and maintain high quality presentation
- Set high expectations for their class books and the learning contained within them
- Have routines for repairing any tatty parts to the books
- Ensure that all books are left tidy and organised

## Topic Books

**Topic books will show a journey of learning around a themed topic.**

Children's topic books will tell a story of learning throughout a term and will include evidence of learning in all subject areas. Some of the evidence will be recorded by the child, through written pieces, drawings, diagrams or printed work; other evidence will be in the form of photographs, observations by teachers

and children's own reflections and evaluations. There will be pieces of work within topic books that children have written in 'best'.

Topic books will include:

- \* Front cover with the name of the child and the title for the topic represented on them. The cover must be well presented and enticing.
- \* An objective and success criteria displayed in the book for all lessons.
- \* Differentiation could be by outcome or through different work set.
- \* All work must represent the high standards expected and should not be draft work.
- \* All sessions to be recorded in topic books, this can include:
  - \* Photographs (including group photos)
  - \* annotations
  - \* speech bubbles as reflection
  - \* written recordings
  - \* drawn recordings
  - \* observations from adults on the formal observation stickers which should include comments children have made about the learning and content of the lesson.
- \* books should reflect a range of these.
- \* When photographs are used, they will be accompanied by an annotation from an adult or an evaluation from the child.
- \* All written work will be responded to as specified in the marking policy. However in topic books a speech bubble evaluation/reflection by the child would count as responding.
- \* Science investigation and RE learning (at East Hoathly) is recorded within separate books.

## Feedback for Learning Policy

We believe strongly in the principles of 'Assessment for Learning', essentially that children need to understand and own their learning. We believe that teachers should promote a shared understanding of the criteria by which the children will be assessed. It is expected that children are aware of what they are learning (Learning Outcome) and how they will achieve the Success Criteria.

### Learning Outcome (LO) and Success Criteria (SC)

It is also beneficial to indicate to pupils what the focus of the marking will be, prior to the commencement of an activity. This can be done through the presentation of success criteria for tasks.

A Learning Outcome- explains the overall learning intention for the lesson.

The Success Criteria is how this learning intention will be reached. There should be an element of reinforcement for lower achievers and potential extension for higher achievers within the Success Criteria.

We use a range of ways to show these success criteria from the 'must, should, could' format to the 'hot, spicy, very spicy' format or similar progressive icons. All success criteria will begin with 'Can I.....?'

- cool**.....(all children are expected to achieve)
- hot**.....(most children are expected to achieve)
- spicy**.....(some children are expected to achieve)
- very spicy**.....(high ability children are expected to achieve)
- extra spicy**.....(higher ability/gifted children are expected to achieve)

Learning Intentions and Success Criteria should be displayed prominently in classes using child speak or symbols and shared explicitly with the children and they should know exactly what they are going to learn and what is expected of them.

A Learning Outcome and Success Criteria should be used for all lessons. The Success Criteria and Learning Outcome should also be displayed next to work on display.

### **Self Assessment**

During the independent activity/ mini-plenaries and the final plenary, children should assess their work against the Success Criteria. They should then be able to feedback to the teacher about how they have done and this is progressive across the school.

In lessons where the activity set is the same for all children, there should be some element of differentiation in the Success Criteria, so that children from different ability groups are expected to self-assess against appropriate Success Criteria for their ability. E.g. High ability children will be expected to achieve all the Success Criteria, whilst the middle ability might be expected to achieve most of the Success Criteria and the lower ability children might be expected to achieve some of the Success Criteria.

There may however be some lessons where children from all ability groups are asked to self-assess against all the Success Criteria but the differentiation is within the activity set. The self-assessment procedure is progressive across the school, developing independence.

We also believe that regularly sharing and tracking the progress on topic maps with the children will help them to understand their learning and allow them to reflect on their progress across a topic.

### **Marking & Assessment System**

Marking is an important component of the learning process because how a teacher responds to a child's work can have a significant influence on the attitude and morale of the child. Recognising this, we see as central to our policy, the importance of being positive and looking for opportunities to encourage the children.

#### **Aims**

- (a) To ensure that children are supported and directed in their learning and that they see the value of marking.
- (b) We believe that the main point of marking is for the children to understand how they have done and what they need to do next to improve their learning.
- (c) To ensure that there is a consistent approach to marking throughout the school.
- (d) To assist the monitoring and evaluation process within school.
- (e) To encourage, reward and promote pupils' efforts by providing an audience for their work.
- (f) To inform parents on a regular basis of pupils' work and to encourage their participation in their child's education.

A **tick or star** will be written next to success criteria which has been achieved. An **arrow or wish (W)** is used to indicate the **way forward**. The arrow would be placed next to the Success Criteria which has not been reached and at the bottom of the marking, if all of the Success Criteria has been achieved.

**E.g. Where not all Success Criteria has been reached.**

Today I am learning to write the story of the Three Little Pigs.

- ✓ **I must** use finger spaces between words.
- **I should** put a full stop at the end of a sentence.

**E.g. Where all Success Criteria has been reached.**

Today I am learning to write the story of the Three Little Pigs.

- ✓ **I must** use finger spaces between words.
- ✓ **I should** put a full stop at the end of a sentence.
- **Now try** to use an 'and' in your sentences.

### **Responding to marking**

Effective feedback and responding to marking – ‘Provides information which allows the learner to close the gap between current and desired performance’. Gordon Stobart.

There should be specific regular ‘**Reflection Time**’ (soft landing) for children to look back at their previous marking and understand their way forward. They should be given time to practise strategies they had struggled with and this should be shown in the work.

There should be a **box at the bottom of the work** for children to tick to say whether they have read and understood their ways forward. They should also respond to the corrections or write how they plan to achieve the way forward in their next piece of work. E.g. if the way forward was to use adverbs, they might list the words they would use etc.

**Examples of marking prompts are:** -reminders...don’t forget to...; -scaffolded feedback- a partly completed example and then the child will complete to show they had understood; full completed example to show the child the strategies/skill required.

**Children will respond to marking with a red pencil.**

### **Progressive Development of Responding to Marking**

The skill and independence of responding to marking will develop progressively through the year groups.

**All work will be marked.**

**All responding to marking will be checked by an adult. The adult will either initial the response to show that it has been responded to correctly or develop a further dialogue by posing another question for the pupil.**

**All incorrect work will be responded to by pupils and corrected in red by the pupil.**

**Reception:** All recorded work will be marked and responded to on a 1:1 basis during the activity set.

#### **Years 1 & 2:**

- Letters and number reversals will be corrected by pupils.
- Incorrect calculations will be corrected by pupils.
- Incorrect age appropriate grammar (e.g. capital letters and full stops) will be corrected by pupils.
- **From T5 Year 2** – pupils will move towards deeper level marking as specified in Year 3 below.

**Years 3& 4:** At least one piece of writing, maths and topic work (and any other significant work) will be responded to weekly **with adults support in groups or individually.**

**Years 5 & 6:** At least one piece of writing, maths and topic work (and any other significant work) will be responded to weekly **and check by an adult.**

#### **Practice therefore:**

- Teachers’ marking will be in **green pen** using a neat joined cursive script; clearly modelling handwriting expectations and tightly aligned to the learning intention for that child
- Work should be marked as soon as possible after it has been completed.
- **Self Evaluation** -The child will self-evaluate his/her learning and if appropriate, be the first to mark their work in order to identify and correct errors.
- Following feedback from their teacher, pupils will be asked to make the corrections so that they can learn from their errors.
- Marking should acknowledge the effort, skill and attainment matched to the learning intention and the success criteria.
- Poorly presented work should be commented upon and directions given as to how/where to improve. Poorly presented work should be repeated.

- Common, widespread grammatical errors should form the basis of a future lesson. Common spelling mistakes should be incorporated into relevant curricular areas.
- When the pupil produces a final draft, little or no correction should be required.
- Post – its can be used to give children reminder feedback and record their progress.
- Teachers may sometimes give verbal feedback – this will be identified as **'VF'** on the work.
- The level of support must be indicated on all work using the following key: **I- independent; SC- scaffolded; S- supported.**

### **Curricular Areas**

It is recognised that the nature of marking will vary depending on task and curricular area. Teachers should follow the guidelines outlined above when marking in the various curricular areas but amend to fit the purpose of the marking.

### **A 'Learning to Learn' Classroom will have:**

- Topic Map and Learning Journey available for the current topic (see Learning Environment Policy) that indicates what is still left to do. Children should be able to talk about and understand their current topic.
- Children independently using the resources in the classroom.
- Learning Intentions and Success Criteria displayed for lessons.
- Children understanding their learning and how they will achieve the Success Criteria.
- Children understanding their marking and what their way forward is.
- Children able to explain how they will show their teacher how they have achieved the Learning Intention.
- Time provided for children to study their marking, understand the way forward and respond to the way forward.

### **Monitoring**

The presentation of work and consistency /frequency of marking will be monitored termly by SLT as part of triangulation scrutiny termly.

## **Handwriting Policy**

### **Objectives**

All children should be given the opportunity to develop an effective cursive style of writing. In order to do this they should be taught:

- how to hold a pencil/pen using the correct and comfortable grip
- to form letters properly, that is, where to start and where to finish
- to form letters of regular size and shape
- use the correct terminology of ascenders and descenders, and flick
- to form upper and lower case letters
- to write from left to right and top to bottom of the page
- to put regular spaces between letters and words
- how to join letters
- to be fully aware of the importance of neat and clear presentation in order to communicate meaning effectively
- to write legibly in both joined and printed style with increasing fluency and speed
- use different forms of handwriting for different purposes

Throughout the whole school, good presentation is emphasised at all times and through all forms of writing. We recognise a strong link between good handwriting and good spelling.

Developing a flowing style means a child is more likely to become a good speller. Wherever possible, we use handwriting practice to support spelling.

### **Guidelines for good handwriting**

#### Position of the writer

Children should sit comfortably with their feet flat on the floor and their body upright, leaning forward slightly. The non-writing hand should rest on the paper, supporting the upper body, facing slightly to the dominant side. The eyes should be approximately 30-40 centimetres away from the paper. If copying from the whiteboard, children should be facing it, where possible.

#### Grip

When teaching the children to grip, care should be taken that the children do not grip the pencil too tightly as they will tire easily and not develop free flowing movement. They should hold the pencil between the thumb and the forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly so that the very fine movements required for writing are possible. Pencil grip is of paramount importance as it is very hard to undo once established.

#### Left handed children

These children are noted and given guidance to ease the process of writing by implementing these strategies:

- They are seated on the left of a right handed child, so their arms do not clash.
- Their paper needs to be to the left side of the mid point of their body and tilted to about 30 degrees clockwise so they can see what they have written.
- To avoid smudging their work, they are encouraged to position their fingers about 1.5 centimetres from the end of the writing implement.

#### Additional support

In KS1, Jump Ahead, and in KS2, the Speed Up program, will be made available to children who need further support in developing gross and fine motor skills to enable their handwriting to develop with fluency and control.

Pre writing skills in Foundation stage (Reception) will be developed and strengthened through gross motor skills, especially muscles in the shoulder, arm, wrist and hand. Fine motor control will be developed by incorporating a range of multi sensory activities, for example: threading, tracing, colouring, painting, scissor use, experimenting with a range of implements, malleable materials and finger and counting rhymes.

Formal writing in Reception is started when practitioners feel that the children have a specific amount of pencil control and established hand preference. Parents will be given a copy of the correct letter formation sheets for left and right handed children.

### **Progression in handwriting through the school**

#### **Reception**

- To practise correct letter formation
- To develop a conventional tripod pencil grip
- To rehearse letter writing in the air (whilst teacher demonstrates and gives verbal instructions)
- To write letters using the correct sequence of movements
- To space and regulate letters and words
- To write from left to right and top to bottom of the page
- By the end of EYFS, children should be able to form unjoined letters correctly

#### **Year 1 and 2 (KS1, building on from Reception)**

- To consolidate size, proportion, spacing and legibility
- To practise the four basic handwriting joins:
  - Diagonal letter joins to letters with out ascenders e.g. ai, ar, un
  - Horizontal joins to letters without ascenders e.g. ou, vi, wi
  - Diagonal joins to letters with ascenders e.g. ab, ul, it
  - Horizontal joins to letters with ascenders e.g. ol, wh, ot
- To practice handwriting in conjunction with phonic and spelling patterns
- To use joined handwriting for all writing except where other special forms are required
- In Year one, during term 3-4, children should be joining high frequency words
- By the end of Year one children should have most of their writing joined

### **Year 3 and 4 (Lower KS2, building on from KS1)**

- To use joined handwriting for all writing except where other special forms are required
- To practise correct formation of basic joins from KS1
- To continue to demonstrate, rehearse and verbalise as in KS1
- To consolidate consistency in size, proportion, fluency and spacing between letters and words
- To build up handwriting speed, fluency and legibility through practice
- A clear, neat hand for finished presented work
- To use a range of presentational skills e.g. print script for captions, sub headings, and labels; capital letters for posters, title pages and headings
- **Children will be awarded a 'pen license' (black or blue pen) when they are consistently completing these skills.**

### **Year 5 and 6 (Upper KS2, building on from Lower Juniors)**

- To use joined handwriting for all writing except where other special forms are required, most of this writing should be in black pen.
- To consolidate and develop individual fluent and legible style
- To learn to write in differing scripts e.g. italic
- To use scripts appropriately for different purposes
- To continue to progress in joining by observing different features affecting neatness
- By Year five, the expectation is that all children should be using pen, unless a special need has been noted in which case an intervention program will be in place.

## **Monitoring & Evaluation of Book Policy**

The monitoring and evaluation of this Book Policy will be undertaken by the Head teacher, assessment co-ordinator and curriculum co-ordinators. This will be completed as part of the on-going monitoring and evaluation of the curriculum. See assessment and monitoring cycles.

## **Review of Book Policy**

This policy will be reviewed regularly. The responsibility for the review rests with a member of the SMT, and the Head teacher. The next review will occur in September 2017.

**Policy:** Book Policy

**Date:** Sept 2018

**Amended:** Jan 2018

**Reviewed:** Sept 2018

**Co-ordinator:** James Procter