

Next academic year:

Handwriting will no longer be on the SDP as the staff have embedded the need for good presentation and quality of handwriting across the Curriculum. Handwriting will remain as a discreet subject. However, the literacy subject lead intends to continue to monitor handwriting at intervals throughout the year to see if standards continue to rise now that it is embedded.



The Data:

By the end of the year no child was working at 'Target' – that is taught but not being demonstrated. This had previously been 7.69% of children in the school.

1.95% of children are now working at Emerging as opposed to 2.6% a year ago.

Within Year 4 the number of children achieving 'Exceeding' has risen by 54.81%. This has meant that the number of children working at expected has decreased.

Within Year 2 the data is 'best fit' but the number of children improving in all areas averages at 48.93% across the 4 different criteria.

Data Summary:

The data shows that generally across the school the standard of handwriting has improved. More children are achieving Exceeding or Working at Greater Depth.

There are some anomalies. Year 3 has a weak cohort with lower ability children still finding it difficult to join letters. Interestingly, these are the children who have yet to develop good hand / eye coordination in PE. However, we now have 3 children in Year 3 who hold pen licences which has never before been achieved.

Within Year 2, due to the introduction of the Interim Framework half way through the preceding year, the data has been arranged as 'best fit' due to the slightly different criteria. No child is now able to achieve what was Exceeding. However, 78.7% of children are Working at Greater Depth.

Project Focus: Implement a handwriting policy and scheme of work for all phases to improve the presentation and quality of writing

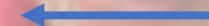
Starting point:

The improvement of handwriting was identified as an area of development. Need to identify what outcomes were wanted – wanted a uniform scheme across the school that built on the existing skills that the children already had rather than to try and 'undo' or 're-teach' what had been learnt.

Liaised with staff and other local schools to identify which scheme of work would be appropriate. Needed to fit with our phonics programme. Also letters should be cursive, starting from above the line. Various examples shared with staff at staff meeting. Collective decision made.



A survey was completed at the start of the Spring Term to evaluate how the chn felt their skills were developing.



Half termly moderation meetings allowed all staff to gauge the impact of handwriting and presentation across the core subjects.

Termly SIP visits focusing on SDP priorities

Direct observations of the teaching of handwriting were carried out across the school in the Autumn & Spring Terms. All other observations to link back to the SDP priorities.

Monitoring and evaluation

In order to create data that could be evaluated at the end of the school year, a baseline of assessment had to be created. Previous year groups end of year data was collected across the school via the school assessment system of Classroom Monitor. This was then translated into data - % of what grading was achieved within each year group.

Book scrutiny: Carried out in a range of subjects across the curriculum throughout the year.

Letter to parents with examples of the handwriting scheme were sent home at the start of the year so that learning could be reinforced at home. Information also available on website.



Difficulties along the way:

- The EYFS found the basic scheme lacking in resources. Due to financial pressures the school was unable to purchase those that were available with the scheme. Instead other free resources were sourced on line and the areas that were lacking were redressed.

- The Interim Framework meant that the data comparison for Year 2 has had to be 'best fit' as the Framework was only introduced part way through the year 15/16. Children assessed differently in the previous year.

