



Curriculum and Teaching & Learning Policy

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Prepared by: BEL/CAM/TZL

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Approved by: Governors

This Policy applies throughout the School from the EYFS to Year 6.

Introduction

This policy describes the content and principles of the educational programme at The Cavendish School and focuses on our curriculum, teaching and learning strategy and its organisation. Our pupils in Nursery and Reception follow the Statutory Early Years Foundation Stage (EYFS) Framework. The teaching in the EYFS is also supported by detailed and enriched planning, taking guidance from the National Curriculum, where appropriate. The programme for KS1 and KS2 includes and is supported by the formal requirements of the National Curriculum. In addition, all pupils (including those in EYFS) have opportunities to engage with a wide range of extra-curricular activities to further enrich their learning experience. All plans are responsive and informed by ongoing observation and assessment, addressing individual and group interests and levels of development.

Vision

The Cavendish School is a place **‘where girls dare’**.

Through evidence-based pedagogy and a rich curriculum, the girls become **‘spirited, versatile achievers.’**

For our girls, the curriculum aims to provide:

- **self- and community-empowerment**
- **self-expression, and**
- **a kaleidoscope of knowledge, skills and experiences**

These ensure that **every girl develops her voice**.

This is driven by **high-quality literacy and oracy**, and the principle that **every lesson counts**.

We foster a culture of inclusion, wellbeing and respect for diversity across the curriculum.

Objectives

Our curriculum promotes learning across the school with a broad and balanced offering and focuses on the personal and emotional growth of our pupils as well as the academic achievements of all individuals. Our aim is to enable each child to thrive academically, socially, morally and spiritually. We ensure that every girl feels safe, supported and challenged to become confident lifelong learners who believe in self- and community-empowerment.

Aims of our curriculum

1. Stimulating: to inspire and engage. Our curriculum is broad and ambitious as a whole and in its various constituent parts. Throughout this curriculum, values such as mutual respect and courtesy, summarised in the School's Golden Value, are reinforced.

2. Diverse: to develop awareness of the world pupils are part of and their lives in the future. The timetable in KS1 & KS2 ensures that there is a balance between the curriculum areas to allow pupils to acquire skills in:

- Spiritual/moral/cultural/personal, social and health education to reflect the School's aims and ethos
- Literacy, speaking and listening, including verbal reasoning
- Mathematics, reasoning and numeracy, including non-verbal reasoning
- Science
- Arts education: art, design technology, music and drama
- Humanities
- Physical education
- Technological education
- Language

The EYFS Curriculum is planned to provide a structured and stimulating environment to cover all areas of a pupil's learning and is designed to be flexible and to include the interests of the pupil. There are seven areas of learning and development that shape the educational programme at this stage.

Three areas are particularly crucial for igniting curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These prime areas are:

- Communication and language
- Personal, social and emotional development
- Physical development

These are supported by a further four specific areas, which are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning reflects the characteristics of effective teaching and learning and the four guiding principles of the EYFS.

3. Challenging: to provide both challenge and a sense of achievement. The lesson learning objectives are appropriate to the age and ability of the pupils and will prepare them for the requirements of the next stage of their education. Subject matter is appropriate for the ages and aptitudes of our mixed-ability intake of pupils between the ages of 3 and 11 years, including pupils with EAL or with other additional needs.

4. Equality: to help support our girls understand the importance of fairness and truth. All pupils, regardless of gender, gender identification, race, belief and ability, are entitled to an appropriate, inclusive and enriching curriculum and to have the opportunity to learn and make progress. Pupils with learning difficulties, including those with Education, Health and Care Plans, are provided with education which fulfils their stated requirements. All pupils should have the opportunity to learn and make progress and build awareness of how to offer opportunities to others in the future.

We are committed to addressing barriers to learning and ensuring that curriculum materials are representative and sensitive to protected characteristics.

We aim to meet the needs of all children, including those with special educational needs and/or disabilities (SEND) with or without an educational healthcare plan, providing them with the skills they require to become effective lifelong learners who are able to make the most of opportunities, responsibilities and experiences life in a British society offers.

5. Self-esteem/empowerment: to ensure pupils thrive and develop strong self-esteem to help to achieve their dreams. All pupils should have access to the experiences, people and resources necessary to realise their potential in education.

An important caveat

Emphasis is placed in this policy on what is planned for in lessons and learnt therein, representing the proportion of time pupils spend in lessons. However, the curriculum embraces the playground, the lunch hall, assemblies, clubs – these are all planned for with the same purpose.

The values, attitudes, behaviours and interpersonal relationships relevant to these activities are equally significant in shaping children's development.

Organisation and planning

Our curriculum is planned according to subject policies, which outline the different levels of planning. Teachers maintain records of their planning for all the subjects they teach (in conjunction with Subject Coordinators).

Classes are predominantly class teacher-based in Nursery-Year 4. French, music, computing, RE and PE are taught by specialist teachers throughout the school. Science is taught by our subject coordinator from Year 3 upwards. Years 5 and 6 have specialist teaching for all subjects except the humanities and PSHE, which includes mathematics and English as well as art.

There is planned progression in all curriculum areas. Planning in maths is led by the National Curriculum but not restricted by it. In Years 1-4, the Maths Mastery Scheme and White Rose are utilised and inform maths teaching in upper KS2, in particular Year 5. Planning for English follows, but is not limited by, the national curriculum and teachers are able to make Long Term Plans and Schemes of Work which take into account the interests and needs of all our girls. We ensure texts used reflect a wide range of voices and lived experiences. A consistent approach to phonics is implemented through the delivery of the Little Wandle: Revised Letters and Sounds scheme across Nursery-Year 2, with intervention groups in Year 3 and above, if and when required.

As pupils move through the School, some subjects may have a greater weighting in the timetable, but the importance of each should not be diminished. There are more hours of English and mathematics teaching than other subjects. Each subject area should have the time and resources to

make its specific contribution to the curriculum as a whole. Cross-curricular links are pursued where possible and desirable.

The Cavendish School has a separate Relationships and Sex Education Policy which sets out the curriculum aim, intent and purpose of the RSE curriculum. We also have an IT & Acceptable Use Policy and Online Safety Policy, which outline how we promote safe and responsible use of technology across the curriculum.

Other subject-specific policies are available for further information.

Equal opportunities

We aim to help the girls to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

All members of staff are aware of the importance of the protected characteristics when planning the broad, balanced, relevant and stimulating curriculum, and all staff endeavour to help pupils reach their full potential regardless of race, gender, age, ability, sexual orientation, gender identification, disability, religion or belief (or lack of religion or belief). We actively challenge discrimination and prejudice in all forms through our curriculum choices and classroom discussions.

Children with additional learning needs/SEND

The curriculum in our School is designed to provide access and opportunity for all girls who attend the School. If a pupil has a special educational need, the School/Neurodiversity Team does all it can to meet this individual need. A separate SEND Policy outlines this support.

The School provides individual education plans, referred to as Power Ups, for any girl who is on the SEND register. This sets out the nature of the special need and outlines how the School aims to address the need. It also sets targets for improvement, to allow for review and monitoring of progress at regular intervals.

At The Cavendish School, we aim to identify and foster each child's natural aptitude. Through a system of consultations with the child, parent-teacher meetings and regular assessments, we monitor progress and celebrate achievements. When this monitoring and assessment identifies children experiencing difficulty in specific areas of the curriculum, we establish an individual support programme. Learning support may be in the form of small group support in class, or one-to-one or small group tuition with a member of the Neurodiversity Team. If there are ongoing concerns, we are most willing to advise on further courses of action. Children may be referred to the appropriate professional for further support and intervention, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists or CAMHS. Provision is guided by the SEND Code of Practice (2015).

EAL

Pupils for whom English is an additional language have demonstrated on entry that they can access the full curriculum in English. Advice is given on possible sources of additional support as necessary.

Gifted and talented

Gifted and talented children within our School may be gifted high-attaining pupils across the curriculum or talented in a specific area or areas. We believe that the role of the School is to provide a wide range of challenging learning opportunities that will enable each individual, including those with exceptional abilities, to realise their potential. A separate Able, Gifted and Talented Learners Policy outlines this.

EYFS

Our EYFS pupils follow the Statutory Framework for the Early Years Foundation Stage. Our School fully supports the principle that young children learn through play and by engaging in well-planned, structured activities both in and outside of the classroom environment.

We promote learning that builds upon children's prior knowledge, experiences, and cultural backgrounds.

We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

Teaching and learning strategy

At The Cavendish School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and promote curiosity. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We view teaching as a reflective and evolving practice, underpinned by regular professional development. We believe that appropriate teaching and learning experiences in and outside the classroom help children to lead happy and rewarding futures. We are committed to educating the 'whole person' and embrace a holistic approach to nurturing and supporting each individual child. Fundamental British Values (democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs) and the principles of Spiritual, Moral, Social and Cultural Development (SMSC) are central to our school's ethos and actively promoted in all curriculum areas. We are proud to be a multi-cultural school, with pupils from a range of backgrounds and cultures. We promote inclusive practice across all subjects. We encourage and enhance the pupils' understanding of their place in a culturally diverse society by giving them opportunities to experience such diversity.

Through our teaching, we aim to ensure we:

- Develop confident, resourceful and enquiring learners
- Encourage independent thinkers and increase personal responsibility
- Foster a love of learning and help children grow into reliable, independent and positive citizens
- Raise self-esteem and levels of attainment for all pupils
- Provide a safe, stimulating and happy learning environment
- Value the way in which all children are unique and encourage an awareness of spiritual dimension
- Promote respect for the views of each individual girl as well as for people of all cultures, faiths, socio-economic backgrounds, gender and ethnicity

- Enable children to understand their community and help them feel valued as part of this community
- Foster a healthier lifestyle and raise awareness of mental health

Effective learning

All our teachers recognise that learning is more effective when pupils are:

- Challenged and adapted for appropriately
- Inspired by a stimulating range of age-appropriate learning opportunities
- Developing a reflective attitude towards their learning, seeking and gaining support when required
- Taking an active role in their learning journey
- Contributing to the decisions about how their work should be presented
- Treated as individual learners. It is the responsibility of the individual teacher, with support from the Neurodiversity Team, to provide the appropriate levels of differentiation to all pupils

Out There!

We know and understand that space and the great outdoors offer our girls a unique learning opportunity to foster and develop curious and enquiring minds. Each year group partakes in Out There! opportunities. Our Out There! scheme of work aims for our girls to:

- Benefit from high-quality outdoor learning experiences and be given the opportunity to take part in risk-assessed, but not risk-free, activities
- Develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations
- Develop resilience and adaptability
- Develop a love, appreciation and respect for nature and a deeper understanding of how we can look after our environment
- Engaging in outdoor activities, challenges and teamwork, our girls grow in confidence and self-esteem

Co-curricular programme or beyond the classroom

Assemblies, workshops and guest speakers constitute integral components of our educational programme, weaving together themes that captivate and educate, ranging from Black History Month to mental health awareness and the interdisciplinary focus of STEAM.

Pupils are also given a wide range of leadership opportunities, allowing them to develop specific expertise and understand the skills required of effective leadership and the responsibility that goes with it.

Performance opportunities provide a stage for pupils to develop their confidence and articulacy. Pupils showcase a diverse array of talents through class assemblies, concerts, plays and presentations.

Thinking Skills

Highly successful learning is supported by positive learning attitudes, which are nurtured across the curriculum across the whole school. The Cavendish School Thinking Skills foster:

- Initiative, ambition & self-assurance
- Curiosity, originality
- Focus, persistence & resilience; reflection
- Risk-taking, flexibility of mind, decision making & good judgement
- Collaboration, empathy & consideration (KS2: Integrity)
- Communication

The Personal, Social, Health and Economic Education our pupils receive encourages respect for each other and other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. PSHE is taught in conjunction with our Thinking Skills, but also linked more broadly across the curriculum, linking to the aims and ethos of the school. The Cavendish School has a separate PSHE Policy which sets out the curriculum aim, intent and purpose of the PSHE curriculum.

Homework

As a school, we believe that homework plays a positive role in the development of academic skills as well as life skills. This is when homework is manageable, engaging and purposeful. Please refer to our homework policy in Appendix 1 for further information about homework across the school.

Handwriting

Our handwriting policy and guidelines can be found in Appendix 2 to this policy.

Monitoring and evaluation

The Senior Leadership Team oversee the delivery of the curriculum. They are responsible for monitoring and supporting all coordinators with subject responsibilities. Year group curriculums are maintained by Class Teachers and Subject Coordinators in conjunction with one another to ensure progression.

The quality of teaching and learning is monitored throughout the year by members of the Senior Leadership Team alongside Subject Coordinators.

The responsibility for a subject area lies with the relevant Subject Coordinator/s. Subject Coordinators are also responsible for the monitoring of the teaching of their subject in a variety of ways, but not limited to, including lesson observation, work scrutiny, learning walks and pupil interviews. Subject Coordinators should liaise with and support colleagues on issues related to the subjects, monitor pupil progress and with the Senior Deputy Head, encourage the development and improvement of subjects throughout the school.

We started a review of our curriculum in spring 2022, which has focused on exploring and diversifying our current curriculum offering. We have implemented Mastery Maths to promote mathematical reasoning and are exploring the use of a 'Teaching through a text' approach across the whole school to promote literacy and the use of powerfully diverse texts. An audit of the current curriculum with a focus on the protected characteristics was beneficial and offered useful insight. In September 2023, we implemented a phonics scheme which enables consistency throughout EYFS

and KS1; Little Wandle (Revised Letters and Sounds). Since 2023, we have successfully led on integrating oracy throughout our curriculum, in order to ensure pupils are able to use their voices, listen and value the opinions of others.

The Head and the Senior Deputy Head (Strategy & Operations) monitor this policy.

Linked policies

- Able Gifted and Talented Learners Policy
- Assessment, Reporting and Marking Policy
- EAL Policy
- Equal Opportunities Policy for Pupils
- Handwriting Policy (Appendix 2 to this policy)
- Homework Policy and Guidelines (Appendix 1 to this policy)
- IT & Acceptable Use Policy
- Online Safety Policy
- PSHE Policy
- RSE Policy
- SEND Policy
- Subject Teaching Policies
 - Art & Design Technology
 - Computer Studies
 - Drama
 - English
 - French
 - Geography
 - History
 - Latin
 - Mathematics
 - Music
 - Physical Education
 - Religious Education
 - Science
 - Sustainability

Reference

EYFS Statutory Framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

APPENDIX 1

Handwriting Policy and Guidelines

This Policy applies throughout the School from the EYFS to Year 6.

Aims of the policy

To ensure consistency in how handwriting is taught throughout the school.

To ensure pupils know and understand the importance of clear and neat presentation in order to communicate meaning effectively.

To ensure pupils are able to write legibly in both pre-cursive and cursive styles with increasing fluency by:

- Having the correct pencil grip
- Knowing that all letters start from the bottom
- Knowing the size and orientation of all letters and numbers

Teaching time

EYFS

There should be daily mark-making activities.

KS1

A minimum of 2 x 20-minute lessons a week, including at least one using Kaligo.

KS2

Years 3 and 4 to have a minimum of 2 x 20-minute lessons a week.

Years 5 and 6 to have handwriting interventions as necessary and some pupils are selected for handwriting Power Ups led by the Neurodiversity team, in addition to these class lessons.

Model used

We worked alongside Kaligo to prepare a tailored handwriting scheme for the school.

Lowercase Letters

Uppercase Letters

Numbers and Punctuation

See Appendices 1A-1C.

The four joins

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

Resources

EYFS

Nursery

Children will be encouraged to develop gross motor control through a range of large-scale mark-making activities using equipment, such as big chalks, paint brushes, finger paints, shaving foam, etc. They will develop their fine motor skills through daily opportunities to use resources such as threading activities, playdough and tweezers to strengthen hand and finger muscles. Children will be provided with a range of mark-making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes, patterns and movement as they practise making pre-writing shapes like circles, zig-zags and lines. As the children progress, they will be taught to form letters correctly using the Little Wandle mnemonics to aid the correct letter formation.

Reception

Children will be taught to form letters correctly, starting with the Little Wandle mnemonics to aid the correct letter formation. Letter formation is taught alongside phonic development. Our aim is that by the end of the foundation stage, all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be addressed, modelled and corrected. Reception children will use books and paper with wide lines (approximately 1-2cm apart) to aid with correct size and positioning of letters.

Year 1

Children start the year with wide-lined exercise books. Wide-lined handwriting books should be introduced at the appropriate time.

Year 2

The majority of children should finish the year on narrow-lined books. Some will need to continue on wide-lined books until ready. Children should use unlined paper from time to time so that they can practise applying skills and consider issues of presentation and aesthetics.

School iPads have the Kaligo app installed throughout the school and we have 25 Kaligo stylus pens. Access to left-handed support mats is available through the Neurodiversity team.

Teaching sequence

- Hand and finger strength
- Physical preparation (physical literacy)
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence (supported by Kaligo)

For the order of teaching letters and joins, see Appendix 1D.

All of the teachers agree that the children should only be printing letters in the EYFS and the introduction of pre-cursive letters will take place in Year 1.

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Finger trace the outline of letters on the back of the person in front of you
- School font to become dominant throughout school (e.g., on worksheets/ newsletters)

Getting Ready to Write Guidance for teachers/pupils

Seating and posture

- Chair and table to be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chairs should be such that the thighs are horizontal and feet flat on the floor.
- Tables should be free of clutter
- Rooms should be well lit
- Left-handed pupils should sit on the left of their partners

Pencil grip

Children should write with a pencil (or a pen when appropriate) with a rounded nib. Pencils should be reasonably sharp. A tripod grip is the most efficient way of holding a pencil.

For right-handers

Hold the pencil lightly between the thumb and forefinger 3 cm away from the point. The paper should be placed to the right, slightly tilted to the left. Use the left hand to steady the paper.

For left-handers

Hold the pencil lightly between the thumb and forefinger, resting on the first knuckle of the middle finger; hold about 3 cm from the tip. The hand should be kept below the writing line. The paper should be tilted slightly to the right at about 20/30 degrees. Use the right hand to steady the paper.

N.B. It is very important that a right-handed child is not seated on the left-hand side of a left-handed child, as their elbows will collide.

Assessment

Class teachers should monitor children's presentation in books regularly and the following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the writing properly aligned?
- Are the standards achieved by the majority of pupils in line with the level descriptors in the National Curriculum and Development Matters?

Individual assessment

Children should be observed as they write in their handwriting lessons; the following is useful to consider:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and/or joining letters?
- Are any of the letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the level descriptors from the National Curriculum and Development Matters?

	Year Group N.C Pupils should be taught to:	Non-Statutory Notes and Guidance
Year 1	• Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.
Year 2	• Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

	• Use spacing between words that reflects the size of the letters	
Year 3/4	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.
Year 5/6	Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task	Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use **Look-Say-Cover-Write-Check**

The child:

- Looks at the word carefully
- Says the word
- Covers the word so it can't be seen
- Writes the whole word from memory
- Checks that the word is written correctly. If not, REPEAT

Monitoring and evaluation

This policy will be evaluated and monitored by the Senior Deputy Head alongside the English Coordinator.

APPENDIX 1A

Lower case letters

Kaligo

The Cavendish Handwriting Policy
Pre - Cursive

a b c d e f g
h i j k l m n
o p q r s t u
v w x y z

■ Stroke 1 ■ Stroke 2 ■ Stroke 3 ■ Stroke 4

APPENDIX 1B

Capitals



APPENDIX 1C

Numbers

Kaligo

Numbers

Cavendish School Handwriting Policy

0 1 2 3 4 5 6 7 8 9



APPENDIX 1D

Order of Teaching

Single letters (Reception)

These are integrated into phonic lessons

- s a t p
- i n m d
- g o c k
- e u r
- h b f l
- j v w x
- y z q

Single letters (Year 1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w
- x z
- numbers 0-9

Supporting activities

- Tracing patterns
- Tracing
- Copying over (letters, numbers, words)
- Copying under (letters, numbers, words)

Joins Year 2 (going into Year 3)

Introduction of the four handwriting joins

1. To letters without ascenders (bottom join)
 2. To letters with ascenders (bottom join)
 3. Horizontal joins
 4. Horizontal joins to letters with ascenders
- First join: un um ig id ed eg an or in gung pr ba gr qu ye ja za
 - Second join: ch sh th tl ll ill sli slu ck ack st sti ink unk
 - Third join: od pg re ve oon oom
 - Fourth join: wl wh vl of ff fl flo
 - Practise capital letters

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem

Joins Year 3 (going into Year 4)

Further practise of the four handwriting joins:

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practise two joins for the letter S)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov os (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og bo po go (practising joining to the o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok od ob (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities

- Copy words
- Copy sentences
- Copy poems
- Match questions to answers
- Copy jokes
- Make and copy compound words

Year 4

- ning ping ting

- o cod oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- he we re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc o odd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
 - Practising with punctuation ! ? – “ , ‘

Supporting activities

- Copy words
- Trace and copy
- Copy tongue twisters
- Copy instructions

Years 5 and 6

- Practise consistency of letter size
- Practise using the diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in the forming and joining of letters
- Practise speedwriting
- Practise crossing double tt on completing the work.
- Practise joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter

APPENDIX 2

Homework Policy

This Policy applies throughout the School from the EYFS to Year 6.

Aims

We wish to use regular, purposeful homework as a means to encourage the development of good habits towards learning from an early age. From the start, our pupils are used to taking reading activities and spellings home to complete. We believe that homework is an important opportunity to reinforce and/or extend learning done in class and for children to pursue their own lines of enquiry across the curriculum. Furthermore, homework is an excellent opportunity for parents to see which areas are being taught in the curriculum and their daughter's progress.

Rationale

Homework has been found to improve pupil academic and behavioural outcomes positively if managed effectively. Time spent on homework builds incrementally from Early Years to Year 6 at The Cavendish. We believe that our homework expectations give our pupils plenty of time to also follow their own interests outside of school and partake in extra-curricular activities, but encourage important opportunities for consolidation and extension.

Organisation

Pupils in KS1 use their reading folders to transport homework tasks to and from School. Pupils in KS2 are responsible for recording homework details in their homework diaries and keeping their assignments in their homework folders/books. All pupils have access to Google Classroom, where details about homework tasks and copies of homework set are often posted.

Please note that homework schedules are for guidance purposes and as a School, we wish to ensure flexibility. There will be occasions where your child's homework schedule will vary according to the demands of the curriculum or calendar events. As a school, we do not set homework tasks on Wednesdays to allow our families flexibility mid-week (with the exception of Year 6 in the autumn term, and Year 5 in the summer term).

Please see the table in Appendix 2A, which details the time we believe children should devote to their homework each day. These schedules are shared with parents and pupils at the start of each term.

We strongly suggest that routines are in place that involve pupils finding a suitable place and time to complete tasks when at home. Pupils can sign up for our After-School Care or various homework clubs during the week to complete homework under the supervision of a member of staff.

Google Classroom is the learning platform which supports all of our pupils and families with the resources, reminders and assignment details they may require. Specialist teachers most frequently post materials on Google Classroom or links to supporting documents to be accessed by pupils at home, alongside assignment instructions.

Mathematics and English

Homework activities with a focus on mathematics and English are regularly set by class teachers and we encourage all pupils to read daily.

Specialist subjects

French homework is given on an ad hoc basis from Year 4 upwards.

Music homework, which most recently included the learning of lines for concerts, performances or productions, is set on an ad hoc basis to all year groups, when required.

Science homework is given to pupils in Year 4 upwards weekly.

Further details are shared on Google Classroom when appropriate.

Content

Homework will be set across the curriculum areas and should be age-appropriate.

We aim for homework to:

- Provide pupils with opportunities to consolidate and/or extend their understanding through homework experiences
- Provide pupils with the opportunity to practise newly learnt concepts/skills and apply these independently to develop confidence and fluency
- Be differentiated for individual needs and provide a level of challenge and/or consolidation
- Develop the pupil's knowledge, awareness, understanding and curiosity of a given subject area by allowing them to work independently to apply these skills outside of the classroom
- Ensure the pupils learn a range of pertinent skills to develop and make progress across the curriculum
- Provide opportunities for pupils to develop their organisational skills

Resources and enrichment

Homework may take many forms, but could include, but are not limited to:

- Written tasks – e.g. questions, worksheet, design project
- Online tasks – e.g. Conquermaths, Times Table Rock Stars
- Design or presentation tasks – e.g. show and tell preparations
- Reading – e.g. to develop fluency and language or for pleasure

Ongoing enrichment activities are on offer to all pupils. All pupils in KS1 and KS2 have access to TT Rockstars and Numbots, an online mathematics learning platform to enable them to review and consolidate mathematical concepts with engaging activities or questions, when appropriate. Login details are shared with pupils/parents by class teachers.

In Years 5 & 6, pupils have access to Atom in preparation for the 11+.

Linguascope is a language platform to which all our pupils have access from home. The French Coordinator, shares details about how to access this platform in our weekly MailOut.

During specific holidays or event weeks, such as parents' evening week, project work/assignments may be set for whole-school involvement. This could take the form of a TED challenge or photography competition, or may encourage family participation to focus on developing life skills over academic skills.

Evidence suggests that homework is most effective when there is parental involvement and support at home. We understand that parents are often juggling several different commitments at a given time and supporting your daughter at home is not always possible. However, we have produced an advice document for parents about how they can best support pupils, which can be found at Appendix 2B.

Assessment of homework

If you find that homework is taking a considerably longer or shorter time to complete, please speak to your child's class teacher, who will consider whether they need a greater or lesser challenge.

Teachers will assess homework in different ways depending on the assignment or objective. Feedback will be shared in the most effective and appropriate way, as decided upon by the teacher setting the task. For example, initially, self or peer assessment might be used to encourage self-reflection before the teacher reviews all set work. Alternatively, written or verbal feedback might be given by the teacher to individuals or groups of pupils. The frequency and type of feedback given on a piece of homework will be determined by the teacher setting the work.

Teachers monitor the completion of homework tasks and will speak to pupils in the first instance before parents, to discuss any issues regarding homework as and when they arise with specific individuals. It is important that pupils take pride in any work they produce and that expectations are consistent across the school.

Monitoring and evaluation of homework

The Senior Deputy Head will oversee the implementation and monitoring of this policy alongside the Subject Coordinators and class teachers. It is the responsibility of the class and specialist teachers to set homework that suits the needs of the pupils.

The Senior Leadership Team will regularly seek feedback from pupils, teachers and parents in order to evaluate this policy's effectiveness and suitability.

APPENDIX 2A

Homework schedules

Nursery

- Once children show readiness for reading, they may take home reading books to build on their learning in school. The focus is on developing a love of literature, and therefore, this may include being read to as much as reading themselves. You should read with your child for as long as the book holds their attention
- Preparation/research for show and tell

Reception

- Most children in Reception will take home picture/reading books from the fifth week of the academic year. Your child will need support and encouragement to read and we recommend 10 minutes to be set aside for this purpose. Alongside a reading book, children will take home a tricky word book. This is to support the automatic recall of common exception words. Reading books, tricky word books and a reading record will be sent home in a reading folder
- Preparation/research for show and tell

Year 1

Daily	Reading and spellings	10 - 15 minutes
Monday		
Tuesday	Homework due Monday + 10 minutes of Numbots	No more than 30 minutes
Thursday		
Friday	Spellings for test the following Friday	Frequently

Year 2

Daily	Reading and spellings	10 - 15 minutes
Monday	English/mathematics	No more than 30 minutes
Tuesday	Mathematics/English	No more than 30 minutes
Thursday		
Friday	Spellings for test the following Friday	Frequently

Year 3

Daily	Reading, spellings and Times Table Rockstars	10 - 15 minutes
Monday	Mathematics worksheet (alongside optional Conquermaths)	No more than 35 minutes
Tuesday	Spellings	No more than 35 minutes
Thursday	English comprehension	No more than 35 minutes
Friday	Comprehension/maths extension	
Ad hoc Science, French and music tasks		
Optional project-based tasks can be completed at any point across the term and we encourage completed tasks to be brought into class or uploaded electronically to Google Classroom.		

Year 4

Daily	Reading and spellings	Approx. 20 minutes
Monday	English	No more than 40 minutes
Tuesday	Mathematics Science	No more than 40 minutes
Thursday	Mathematics	No more than 40 minutes
Friday	English Timetables	No more than 40 minutes

Year 5

Daily	Reading and spellings	At least 20 minutes
Monday	Mathematics	No more than 45 minutes
Tuesday	English comprehension Science	No more than 45 minutes
Wednesday	VR and NVR (summer term only)	
Friday	Mathematics Spellings	No more than 45 minutes

Year 6

Daily	Reading and spellings	At least 20 minutes
Monday	Mathematics Science	No more than 60 minutes
Tuesday	English comprehension	No more than 60 minutes
Wednesday	Mathematics (autumn term only) NVR and VR (autumn term only)	No more than 60 minutes
Thursday	English comprehension	No more than 60 minutes

Friday	Spellings Mathematics	
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APPENDIX 2B

Homework advice for parents of pupils in KS1 and KS2

- 1. Be encouraging**
 Give reassurance, recognition and praise, even if small. Your daughter has worked hard at school both academically and socially. Teachers and parents should let pupils know that we are aware of all the effort they put in and that we really appreciate their efforts.
- 2. Set up a homework-friendly area**
 Make sure your daughter has a well-lit place to complete homework. Keep supplies — paper, pen, pencils, glue, scissors — within reach.
- 3. Schedule a regular homework time**
 Some pupils work best immediately after they return from school, some need a snack and a time to relax first, others may prefer to wait until after their dinner or even work best in the morning!
- 4. Managing the time**
 On evenings/weekend days where there might be longer homework tasks set, encourage your daughter to break up the work into manageable chunks. Help them by encouraging them to take short breaks to stretch and get rid of any “fidgets”.
- 5. Keep distractions to a minimum**
 This means no TV, music, background chatting or phone calls.
- 6. Make sure that children do their own work**
 It is particularly helpful if you can leave mistakes in so that we can see where to support your daughter. If you have supported your daughter in a significant way, please write a note in the homework diary/initial on the homework in a different colour pencil/pen or email the class teacher.
- 7. Help to monitor your child’s homework**
 Ask questions, check completed homework, and make yourself available for questions and concerns your daughter may have. Homework diaries are introduced in Year 3. Please initial your daughter’s homework diary and the class teacher will do the same on a weekly basis.
- 8. If homework tasks cannot be completed**
 Please write a note to your daughter’s teacher in the homework diary (KS2), send a separate note or email (KS1/2).
- 9. If there are ongoing problems with homework, please let us know**
 Talk about it with your daughter’s class teacher. If homework tasks continuously take longer or shorter than the time recommended, then please share this information with the class teacher.