

The JOG Handwriting Strategy



Our identification and intervention processes:

All students bring a piece of their 'best' written work from Year 6 to Transition Day. This is reviewed by the SEND Team as an indication of who may require intervention in September.

All students will copy out a subject-specific paragraph in the front of their exercise books focusing on their handwriting. This will be completed during the first week in Term 1 in all classroom-based subjects. Teachers will assess each student's handwriting legibility and their writing speed. This paragraph will be used throughout the academic year by the teacher as a benchmark for the student's handwriting. For in-year applications, students will complete a handwriting baseline assessment as part of the admissions process. A copy of the assessment will be shared with teachers to provide a benchmark for the student's handwriting.		
Handwriting is clearly legible and the pace of the student's writing is comparable to their peers (therefore meeting age-related expectations).	Handwriting is not clearly legible and/or there are concerns about the pace of the student's writing (therefore not meeting age-related expectations). Teacher shares concern with the SENCO and gives the SENCO a copy of the assessment.	
All teachers must continue to monitor the quality of handwriting and writing speeds. Teachers should compare the quality of handwriting to the student's baseline paragraph in the front of their exercise books. Teachers should uphold high expectations for handwriting. Teachers should offer opportunities to redo work to improve handwriting if there is a decline in quality. Any ongoing concerns should be raised with the SENCO.	Identified student completes further testing in Study and Support. See below.	
	Small group handwriting intervention focusing handwriting fluency and legibility. Testing completed every half-term to measure progress.	Student is given a laptop to trial as an Access Arrangement. All teachers to monitor.
All students are screened for formal Access Arrangements in Year 10.		

All students are also given the opportunity to develop their handwriting through:

- Using lined exercise books
- The JOG literacy marking codes and guidance ensures all teachers focus on the quality of written work
- All teachers upholding high expectations and following *The JOG Way*
- DIRT lessons and feedback loops
- Increased extended writing opportunities in lessons
- Being issued with a specialist handwriting pen/ grip from Study and Support if required

Study and Support Identification Assessments:

The quick fox jumped over a dizzy brown mouse on the grass.

Handwriting Assessment One: Students copy the above sentence in their best handwriting, taking up to two minutes.

Aim: To assess how their handwriting looks when copying a sentence down with no pressure of having to get a set amount completed and when they are told it should be their neatest work.

Handwriting Assessment Two: Students copy the above sentence as quickly as possible and as many times as possible in two minutes.

Aim: To assess how their handwriting looks when copying a sentence down within a timeframe and under pressure of trying to get as many of them completed as possible.

Handwriting Assessment Three: Students complete a free writing task about anything they wish, in a set timeframe of 10 minutes, this time period allows you to see how their handwriting changes over time. Prompts will be provided to support student cognitive load, to allow focus on handwriting.

Aim: To assess how their handwriting looks when they are not having to copy from a board, and they are able to freely write about anything they wish and to assess how their handwriting changes over a timeframe.

Laptop Assessment if required: Students complete a free writing task about anything they wish on a laptop, in a set timeframe of 10 minutes, this time period allows you to see how their touch-typing changes over time. Prompts will be provided to support student cognitive load.

Aim: To assess how their touch-typing looks when they are not having to copy from a board, and they are able to freely type about anything they wish and to assess how their touch-typing speed and accuracy changes over a timeframe. SENCO to determine where using a laptop is a suitable access arrangement for the student.

