

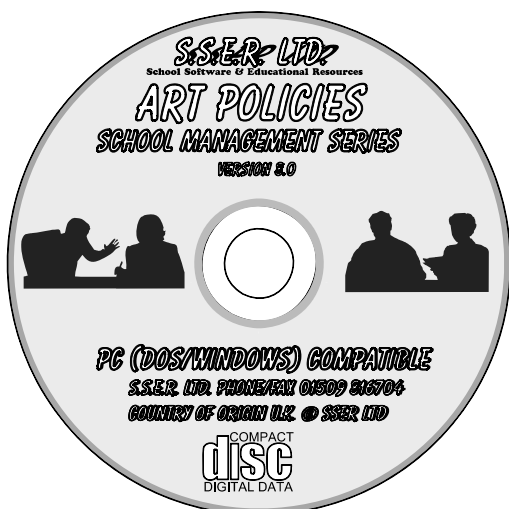
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## HEAD OF ART

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### The Art Department Handbook

#### PREFACE:

The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/OHMC reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file. A copy of the Handbook is held by the Head of Department and two copies by the Head Teacher, one of which being the copy normally made available to visiting inspectors, School governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. The following list of contents provides a framework for the Handbook. Those entries for which there is an example in the SSER resource pack are marked with an asterix, i.e. \*

#### Section 1: INTRODUCTION

- Aims and objectives of  
i. The School  
ii. The Art Department \*
- Implementation of the Departmental curriculum: list of courses offered; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
- Links with other departments & involvement in cross-curricular themes/events.
- Extra-curricular activities, e.g. clubs. \*
- Links with other educational institutions.
- Links within the community, industries, galleries, museums, etc. For parental liaison and involvement see policy Section 3m.

#### Section 2: STAFFING

- Departmental staff and their responsibilities.
  - teaching staff (with job descriptions, administrative and teaching responsibilities).
  - technicians (with job descriptions).
- The allocation of teachers to pupil groups (for policy see Section 3a).
- Current academic year timetables for:
  - teaching staff (see Appendix \_)
  - technicians (see Appendix \_)
  - special educational needs support: timetable showing staff allocation (see Appendix \_)
- Covering absent teachers (for policy see Section 3b) \*

#### Section 3: DEPARTMENTAL POLICIES

- Policy for the allocation of teachers to pupil groups. \*
- Policy for covering absent teachers. \*
- Assessment policy: \*
  - principles. \*
  - formal assessment (NC.). \*
  - informal assessment (for classwork, homework and completion of coursework). \*

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### Art Policies (Ver. 8.0)

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# THE MOST TIME EFFECTIVE WAY TO DEVELOP ART POLICIES!

## SCHOOL - ART & DESIGN DEPARTMENT AIMS AND OBJECTIVES.

It should be noted that:

1. As appropriate, the aims and objectives of the Art Department relate directly to those of the School, and to the requirements of the National Curriculum;
2. To be consistent with the conception employed in the National Curriculum documentation, 'Art' should be interpreted here as 'Art, Craft and Design';
3. The Art Department in this School offers, to all students, courses in 'Art and Graphic Design', 'Fashion and Textile Design' and 'Ceramics'.

### AIMS:

Collectively, these courses work towards achieving the following aims:

1. To stimulate and/or maintain student curiosity, interest and enjoyment in Art.
2. To enable students to be familiar with a body of artistic knowledge, skills, principles and vocabulary, e.g. students should become competent and confident in:
  - producing images and 'works of art';
  - responding to works produced by others, and to features of the natural and man-made environment, with reasoned arguments.
3. To enable students to perceive Art as:
  - a major cultural feature;
  - part of a wider body of knowledge and skills, e.g. to be able to work both independently and co-operatively.
4. To employ teaching methods and resources that allow all students (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Art and to experience success and enjoyment in their work.
5. To develop an awareness in students of:
  - the implications of Art (past and present) for the individual and the local, national and international communities.
  - the significance of Art and to value it as an important, pleasurable and fundamental realm of human experience.
6. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

### OBJECTIVES:

These objectives relate directly to the six aims of the Art Department at \_\_\_\_\_ School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible.
2.
  - i. The National Curriculum Key Stage 3 Orders and relevant GCSE requirements for Art should be used as a basic core for the scheme of work. Staff should provide a glossary of words with each topic in order to aid correct spelling, understanding of the meanings of and the use of words.
  - ii. Staff should encourage students to recall and apply their knowledge and skills in familiar and unfamiliar situations.
  - iii. The staff will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
  - iv. Students should be able to:
    - appreciate the diverse range of sources from which artists (craftspeople, designers) from different localities, generations and cultures derive the inspiration and ideas;

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## SCHOOL - ART DEPARTMENT PERFORMANCE MANAGEMENT

### SECTION 1: INTRODUCTION:

For the purposes of Performance Management the staff are divided into teams, each of which broadly corresponds to a subject department/faculty. Each team has a focus on effective teaching, allowing teachers and their team leaders to review priorities within the school development plan and to set objectives which will benefit pupils, teachers and the School.

Performance management makes effective use of the workplace as a place of learning and professional development for all staff. It is a way of helping schools improve by supporting teachers both as individuals and as members of a team. Performance management is about enabling teachers to be effective professionals, about developing their knowledge and skills in a focused way. It is a means of promoting professional growth, taking account of teachers' individual development needs. Arrangements for performance management will link it firmly to other policies designed to raise pupil achievement.

The School is committed to raising the achievement of all who learn and work here. As a learning organisation the School works towards all staff and pupils reaching their full potential. Staff training and continued professional development are part of the Performance Management cycle and are given high priority within an atmosphere of trust and support - which enables staff to plan, share and evaluate their work. The Performance Management system is well integrated into the School's improvement goals and is complementary to the systems of monitoring/evaluating and reviewing. Performance Management takes place in a clear cycle, setting prioritised and SMART targets linked to outcome targets for pupils. The school has clear standard criteria for what constitutes 'quality' for each area of the curriculum. These 'quality' criteria are reviewed and evaluated by each team as part of the Performance Management cycle.

### Aims:

Performance Management is making effective use of the workplace for the learning and professional development for all staff. In so doing the Performance Management process aims:

1. To support the effective implementation of other policies designed to raise pupil and staff achievement and other relevant aspects of the School's aims and objectives.
2. To contribute to the valuing and nurturing of the work produced by every individual (staff and pupil).
3. To enable teachers:
  - i. to work in an environment which encourages and enables personal and professional development to take place;
  - ii. to have their training, development and career needs individually identified and supported and linked to specific targets and the School Development Plan;
  - iii. to be more effective professionals with appropriate knowledge and skills e.g. to gain further/higher levels of academic/professional

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## SCHOOL - ART DEPARTMENT HEALTH AND SAFETY POLICY

### Introduction:

The effective management of safety for a school Art department can be seen as having four major components:

1. **Risk assessment and planning before a lesson**
2. **Organisation of routines during and between lessons** to include:
  - i. the use of goggles, protective clothing, etc.
  - ii. reporting breakages and dealing with sharp objects and broken glass
  - iii. location of safety equipment
  - iv. reporting accidents
3. **Control** to include:
  - i. Where to find safety information e.g. COSHH file, risk assessments & CLEAPSS Hazards etc.
  - ii. Regular safety checks.
4. **Monitor and Review** - including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

### SECTION 1. Risk assessment and planning before a lesson.

All Departmental staff are required to familiarise themselves with the health and safety policies of the LEA, the School and the Department, copies of which must be retained in the Departmental staff room.

Every activity is assessed for risk including carrying books, trays of equipment and pushing trolleys. We attempt to balance the desire to eliminate risk with the need to reduce risk in order to maintain practical work e.g. we may demonstrate an activity in order to reduce the level of risk to students - however we would normally do as much class practical work as is possible. Before a lesson starts staff should:

1. Have carried out a risk assessment.
2. Have procured any necessary safety equipment.
3. Know when to use particular facilities and equipment.
4. Staff and technicians should have a record of the quantity and condition of all significant items of equipment that are to be used by the students.

Risk assessment is a process that has several components:

1. Identify hazards.
 

These can be routine, e.g. cutting paper or fabric with scissors or bending a piece of wire clearly carry an element of risk, if those activities are well-managed, and the students concerned are carefully supervised, then that element of risk will be minimised or removed altogether.
2. Look at cause and effect.
 

e.g. a large class size may adversely affect the safety of the people in a room. Therefore the number of students allocated to any one group is ideally restricted to help enable adequate and safe use of the equipment/facilities in each room.
3. Examine methods of work.
 

In each of the Art rooms certain major areas should be clearly defined, e.g.

  - where students work;

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## SCHOOL - ART DEPARTMENT INCLUSION - MULTICULTURAL CONSIDERATIONS

1. Teachers operate within the whole school multicultural policy, ensuring that the Art Department reflects this policy as closely as possible.
2. Teachers use all appropriate opportunities to challenge prejudice as it arises and a consistent approach to dealing with racist incidents.
3. Teachers help students to acquire the knowledge, and to develop the skills and attitudes that are necessary to engender an understanding of, and a respect and support for, cultural differences, and thereby, helping to further cultural and racial harmony and social cohesion in a multicultural community. Along with playing its part in the realisation of these general aspirations, the Department seeks to promote a greater understanding of the nature and significance of art, whatever and wherever its origins. More specifically, the Department's policy is to devise courses that will help students to gain some understanding of and interest in:
  - ways in which the beliefs, ideas and values of different cultures are embodied in and conveyed by the images and artefacts ('art products') they produce;
  - the variety of sources of the images and symbols to be found in the 'art products' of different cultures;
  - the significance of the 'art products' of a culture for the people native to that culture;
  - the variety of criteria by which the 'art products' of different cultures can be compared and appraised.

4. Teachers seek to avoid ethnocentrism, and to maintain an appropriate balance between attention to and concern with art from Western European culture and that from some other cultures. Due emphasis is placed on the 'art' and 'art products' of those cultures that constitute the local community, and hence that are represented by the School's student population. Teachers will accordingly, whenever appropriate and feasible:
  - refer, and help their students to respond, to examples from a diverse range of cultures, and in particular, to those that are represented in the community/student group;
  - draw upon the relevant 'first-hand' knowledge, understanding and experiences of the students in a group who, typically, are of diverse cultural origins;
  - devise tasks that provide all students with opportunities to produce artwork in which they can employ skills and techniques, and concern themselves with beliefs, ideas and values that, on different occasions, are:
    - a. characteristic of their own culture,
    - b. characteristic of some other culture.

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# THE MOST COST EFFECTIVE WAY TO DEVELOP ART POLICIES!

## SCHOOL - ART & DESIGN DEPARTMENT SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.

The School takes an active approach in the development of Spiritual, Moral, Social and Cultural aspects of our pupils' education. This policy is reinforced by many of our other policies, particularly those concerned with the 'Code of Behaviour', Equal Opportunities, Sex Education, Drugs Education and Citizenship (q.v.). School inspectors can inspect and/or report on the four components of 'Spiritual, Moral, Social and Cultural' development (SMSC) either individually or collectively - for this reason every area of the School curriculum has planned opportunities, identified within its scheme of work, for each of the four components to be developed.

### Spiritual development.

Personal development relating to the spirit or soul and the intangible. N.B. It does not relate to physical nature or matter and is not synonymous with religious education - although religious education can be a major vehicle for the delivery of spiritual matters.

### Moral development.

Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

### Social development.

Personal development concerned with living in a community rather than alone.

### Cultural development.

Personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

In drawing up this policy due regard has been given to:

- consultation with parents, governors, teachers, school nurse and others in the local community. Copies of this policy have been made available to all concerned parties including the LEA, teachers and parents;
- the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate);
- encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in personal matters.

### Specific Aims:

The following aims reflect those of the School and show how SMSC development is delivered within the context of a structured curriculum. By its planned delivery of SMSC issues and values the School aims:

- To endow the pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills, and thereby enhance their personal and social development, e.g. we hope our pupils will be able to:
  - make informed decisions and evaluate socio-economic/cultural influences on their own behaviour and that of others;
  - appreciate their own culture and those of others and the diversity and richness that they bring to our society;
  - exhibit commitment and trust in human relationships;

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## SCHOOL - ART DEPARTMENT STOCK CONTROL

### SECTION 1 THE STOCK LIST & INVENTORY

The Department maintains a detailed inventory of its moveable non-capital assets, i.e. chemicals, apparatus, books, etc. To ensure effective stock control and security the Department has the following additional procedures relating to the acquisition, storing, borrowing and disposal of stock:

- the School office computer finance system provides regular updates to the stock inventory.
- The inventories identify the stock by description, quantity, location and date of purchase. For items that are constantly in use, e.g. apparatus/equipment the HOD is responsible for monitoring their usage and frequency of reordering;
- staff must 'sign out' any equipment that they wish to take home, e.g. a computer if they are not to be personally liable for any loss or damage and for the School's insurance to be active;
- all non consumable items are identified with an identity code and the School name in visible security paint and 'UV only' visible ink - whenever possible and/or appropriate;
- the stock and associated inventory/signing out list is liable to inspection by the Headteacher or an LEA representative with no notice given to the Department. An inspection will take place at least once per year and all discrepancies except minor ones (under £10 value) will be reported immediately by the Headteacher to the Governing body.

### SECTION 2 PRINTED & AUDIO VISUAL STOCK

It is necessary to regularly evaluate, withdraw and dispose of printed and audio visual stock as necessary to:

- keep items relevant to the current National Curriculum and the broader curriculum;
- comply with DfEE, OFSTED and OHMCI reports and guidelines, etc;
- maximise the efficient use of shelf space;
- support the aims and objectives of the School and the School's policies on Equal Opportunities and more specifically those concerned with multicultural/anti-racist and gender/anti-sexist issues;
- identify the need to withdraw and/or dispose of existing stock and the need to order new editions/versions;
- utilise new technology (CD ROMs, audio-visual);
- have display stock that is both attractive and relevant to the pupils and which encourages them to learn.

Withdrawal of a text should be considered if:

- the stock item looks unattractive, i.e. is old, dirty, damaged or in generally poor condition;
- the stock item has not been borrowed or used for at least 5 years;
- the stock item gives unacceptable impressions about race, gender, religion, colour;
- the stock item is not relevant to departmental syllabuses/not needed for general reference stock;
- the stock item has dated knowledge, language, illustrations or images;
- the stock item suggests dangerous procedures or inappropriate behaviour;
- the stock item has a dated cover - a replacement cover may be a cost effective alternative and offers an opportunity for pupils to apply DTP skills to a relevant task.
- the stock item is inappropriate to the Curriculum, age or interests of the pupils, e.g. degree level texts;

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## SCHOOL - ART & DESIGN DEPARTMENT ASSESSMENT AND RECORDING POLICY.

The following skills are used for assessment of the completed piece of work. In order for the pupils to be prepared for success at GCSE the skills are categorised into the standard four skill areas - this categorisation process should not be seen as being too prescriptive as, e.g. communication skills can be demonstrated at all stages of an assignment. A fifth skill area (**Other Skills**) is used for internal assessment purposes only as these do not feature in formal assessment for external examinations.

N.B. ICT is used to explore, develop, model and communicate ideas by using CAD software, clipart, internet-based resources, scanners, digital cameras, etc. Refer to the policy on ICT for further details.

### Skill Area - Exploring and Developing Ideas (Planning):

**Hypothesising Skills** - the ability to predict, assess aesthetic factors and to make judgements.

**Organisational Skills** - to plan the allocation of time and resources (prioritising actions and reconciling decisions as a project develops), to carry out work in an ordered sequence and to organise information coherently. The ability to select and effectively/safely use appropriate tools, equipment and processes to make works of art/artefacts that match a specification.

**Design Skills** - the ability to respond to design briefs/criteria and to produce design specifications for those works of art/artefacts. The works of art/artefacts should match the design criteria. The ability to develop outline plans for the design, and to make design decisions - considering issues such as:

- aesthetics;
- the needs and values of intended audience/users;
- artefact function;
- hygiene;
- safety;
- maintenance;
- cost (when selecting materials and equipment);
- moral, economic, social, cultural and environmental considerations;
- effective use of time.

### Skill Area - Obtaining Evidence:

**Observing/Recording Skills** - the ability to observe, identify, select, collect and accurately record relevant ideas/information by a variety of methods - including the use of a sketch book.

**Communication Skills** - the ability to describe and explain information clearly using correct technical terms and techniques with good use of the English language and a sketch book. Extended writing to describe the project/investigation/assignment, methods, results, evaluation and discussion.

### Skill Area - Analysing Evidence and Drawing Conclusions:

**Interpretative Skills** - the ability to extract, process, analyse and interpret observations and information from a variety of sources.

**Conceptualising Skills** - the ability to identify technical questions and to form a concept or to generalise what has been understood so that an idea is clearer and easier to understand.

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## SCHOOL - ART DEPARTMENT POLICY FOR THE INDUCTION OF NQTs

### Principle:

Professional development should be focused on practical action and change and must have priorities rooted in an existing situation and clearly pointing in a specific direction. Therefore, the Induction programme must be led by the individual needs of the NQTs (as prioritised in the Career Entry Profile).

### Specific Aims:

The Induction policy and its implementation aim:

- to contribute towards the maintenance of and improvement in the quality of the School's teaching and learning.
- to integrate into the School's Development Plan and to be complimentary to the system of appraisal, and those for monitoring and reviewing.
- to enable NQTs to quickly develop into more confident and effective teachers by:
  - ensuring NQTs have access to and participate in, a high status professional development programme which operates in an atmosphere of trust and support. NQTs should therefore:
    - attend training courses;
    - join networks of newly qualified teachers;
    - join school policy making and planning groups.
  - combining an individualised programme of monitoring and support with the programme for assessment.
  - supporting NQTs in becoming more confident, fluent, productive, responsible, collaborative or expert, i.e. taking on more complex and more challenging problems.
  - building upon NQTs' current strengths (knowledge, skills and achievements) and addressing those identified for development in the Career Entry Profile (CEP).
  - expanding NQTs' professional domain of competence;
  - allowing NQTs to plan, share and evaluate their own work;
  - providing NQTs with support, guidance and training in setting their own targets (primarily by linking with a subject/department mentor). N.B. Targets must always be achievable and measurable;
  - providing the NQT with effective:
    - induction to the School, i.e. specific information on this school;
    - induction to the teaching profession and career-long professional development.
- to provide opportunities for experienced teachers to further their professional development by involving them in the analysis of the NQT's work and by sharing their experiences with the NQT and each other. This exchange can facilitate changes in practice at either the individual or organisational level. There must be observation of the NQT by experienced teachers, and associated feedback.

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## SCHOOL - ART DEPARTMENT LITERACY ACROSS THE CURRICULUM - GENERAL

### INTRODUCTION

Literacy can be simply defined as 'the ability to read and write'. In the educational sphere it must also incorporate speaking and listening – correspondingly this policy refers to the development of good language skills (speaking, listening, reading or writing) rather than to a narrow definition of literacy. In addition to the more formal methods of teaching reading, writing, grammar, and spelling, language skills are taught within a variety of curricular contexts by meaningful and relevant activities. Only then can we ensure that our pupils become literate and that they enjoy language and communication in all their forms. Well structured lessons and courses of study enhance a pupil's ability to read, write, speak, listen and comprehend and will support attainment in the N.C. English requirements for Reading, Writing, Speaking and Listening.

In learning to analyse, explain, and make reasoned judgements about their own and others' designs and products, and to engage in a variety of other pertinent activities, pupils are helped and encouraged to express themselves in both spoken and written form. More specifically, they are helped and encouraged to speak and to read clearly, to spell and to punctuate accurately, and to use grammatically correct sentences. Accordingly, in all courses, the 'form' as well as the content of what pupils say or write are important matters for assessment and formal comment.

In addition Departmental staff, as a matter of day-to-day routine:

- strive to be exemplary when reading, talking or writing in the presence of pupils;
- spell, write, and explain the meaning of, any 'new' items of vocabulary, either technical or general, as frequently as seems to be necessary;
- maintain in their teaching rooms, a display of pertinent technical terms and their meanings, written on cards that, under normal circumstances, are legible from (virtually) any point in the room.

The problems of any pupil whose spoken or written work (including homework) gives cause for concern, are brought to the attention of the Head of Department, and are then discussed with the pupil's form-tutor and English teacher. Subsequently, Departmental staff remain particularly vigilant where such pupils are concerned, as they do with those pupils for whom English is not their 'first language'.

### AIMS

a. The Department aims to contribute towards the development of good language skills and a level of literacy that enables pupils to:

- understand spelling systems and use them to spell and read accurately;
- have fluent and legible handwriting;
- have an interest in 'printed words' and their meanings;
- have a growing vocabulary that can be used to aid their comprehension and expression, e.g. when trying to understand and discuss their own and others' reading and writing;
- have growing powers of imagination, creativity and critical awareness;
- enjoy reading and writing and in so doing exhibit confidence, fluency, enjoyment and comprehension;
- utilise a variety of reading cues (phonetic, graphic, syntactic, contextual). This will enable pupils to monitor their own reading and correct their mistakes;
- be able to plan, draft, revise and edit their own writing;
- be able to write about a range of texts (fiction and non-fiction) using a sound knowledge and an ability to evaluate and justify their judgements;
- know about the ways in which narratives are constructed, e.g. plot, etc;

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