

## Burton Leonard Church of England (VC) Primary School



### Presentation and Handwriting Policy

#### Introduction

This policy was reviewed and revised through a process of consultation and discussion with all staff. This policy will be reviewed on a regular basis to ensure relevance, effectiveness and practicality.

#### Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning
- For all children to develop a legible style of handwriting in both joined and printed styles, with increasing fluency, confidence and speed.
- For the children to be aware that different forms of handwriting are to be used for different purposes.
- To make provision for left handed children to develop free flowing writing

#### Objectives

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.
- To share this information with parents on a regular basis.

In order to achieve this children will be taught to:

- Develop fine motor control
- The importance of correct posture, right-angled rule, table position and paper position whether right or left handed
- To use a pen/pencil and to hold it effectively
- To use a ruler and to hold it effectively
- To write from left to right and top to bottom on a page
- To start and finish letters correctly
- To form upper and lower letters of regular size and shape
- The language of writing and to use the correct terminology,(e.g. ascenders and descenders)

- To put regular spaces between words
- How to join letters and p.26 National Curriculum “understand which letters when adjacent to one another are best left unjoined.”
- The importance of neat and clear presentation in order to communicate meaning effectively

## **Methodology and organisation**

At our school we aim to develop handwriting through systematic and regular practice which will be integrated into all aspects of the curriculum to ensure pupils’ understanding that presentation is important across all subjects.

The use of a cursive script ensures a consistency of style and approach which leads to consistency.

## **Teaching and Organisation**

It is important for all staff to set a good example to children by always modelling the agreed cursive script when writing on the board and when marking children’s books. Handwriting should be taught and practiced regularly, (e.g. 15 minutes per week in the Autumn term) and should be related to all areas of the curriculum. Children should be given guidance on how their handwriting can be improved. Comments on presentation and handwriting should be made where appropriate when marking all aspects of work. A presentation grade will be given to some pieces of work when this is set in the success criteria. Children should be taught from entry to the school that letter formation starts from the baseline. This will be built upon in the Foundation Stage and Key Stage 1. Learning to join is a developmental skill and should be introduced when individuals are ready and when new phonemes are introduced in phonics e. g. ee, ea. However it is expected that by the end of Year 2 that children are joining most letters. In Key Stage 2 it should be expected that all letters are joined using a cursive style and support aids should be provided whenever children are writing.

## **Monitoring and assessment**

Assessment of handwriting is an on- going process and will take place formally and informally, during lessons and when reviewing pupils work. This will provide evidence of children’s progress and attainment, will serve to inform the children’s future learning targets and provide information when reporting to parents.

The monitoring of the teaching of handwriting is carried out by the Subject Leader as part of English monitoring.

## **Presentation expectations**

### **For Teachers**

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

### **Expectations for Teaching Staff**

Staff are the most important role model for presentation and high expectations. Staff will use the resources available e.g. on the IWB – lines, grids to model good practice.

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, where appropriate and legible, consistently formed and neat.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- If a child is away please ensure that their book is marked with 'absent' and write the short date and learning objective
- Staff will mark in green pen and children will respond in red.

### **Expectations for Children**

Use of pencils and pens:

- Pencils should be used in all maths books and for maths homework and in draft work if appropriate.
- Margins in books and on paper should be drawn in pencil if required.
- Pens should be used for written work as soon as possible from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Children will be issued with a Pen License which can be revoked if standards slip.
- Pens must be fibre tip. No biros or felt pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

Expectations for Handwriting

- The Nelson scheme is the agreed scheme for teaching handwriting.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.
- Handwriting is taught for 15 minutes per week and as an integral part of spelling and phonics lessons. Handwriting in KS2 will be taught in response to need.

Expectations for Layout

- The date is written at the top; miss a line and write the Learning Objective on the next line.
- The date and Learning Objective must be underlined in pencil using a ruler.
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page.
- Miss a line under the LO and start at the margin.
- Indent and leave one line between each paragraph.
- If you make a mistake, draw one neat line through the mistake and start again do not over-write.
- Illustrations on plain paper and glued in

- Write ON THE LINE. Do not write in the margin.

#### Layout in Mathematics

- If appropriate, pages can be divided into two with a ruled line.
- Write in pencil
- The short date and the LO should be underlined.
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number in the margin, full stop and close bracket to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.

#### Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils, highlighters and postits
- Each room has "white-boards" available for all the children with lines, squares and/or without.

#### **Outcomes of Presentation Policy**

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all children and adults.

#### **Monitoring of Presentation Policy**

This will take place during Subject Leader book scrutiny time. Subject Leaders will collect examples of children's work on a termly basis to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching

#### **Home/school links.**

Homework activities are also used to promote and practise presentation and handwriting styles.

Adopted Autumn 2014

Next review Autumn 2017

A handwritten signature in black ink, appearing to be 'AT', located in the upper right quadrant of the page.

Amanda Tounson

The School's Handwriting script is as follows:

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