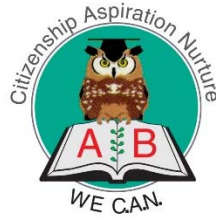


# Albert Bradbeer Primary Academy



## Handwriting and Presentation Policy

### Aims and Objectives

At our school, our aim is for every child to become an effective, confident written communicator and to succeed in developing a handwriting style which is clear, joined and legible. Our children are taught the importance of neat presentation and are encouraged to take pride in their written work, demonstrating a positive attitude towards their handwriting and presentation.

We aim to promote:

- A whole school approach to the teaching and learning of handwriting and a consistency in the presentation of written work in all areas of the curriculum
- Clear, neat and legible handwriting for all children
- An understanding and value in children of the need for high quality presentation and handwriting
- A positive and inclusive attitude towards handwriting and presentation, irrespective of ability
- A sense of pride and confidence in children towards their written work
- Children to learn consistency in the format of their written presentation

## **Presentation Guidelines**

Teachers will ensure:

- Children have the appropriate materials necessary for producing the best quality work (Sharp pencils, pens, rulers and appropriate paper)
- To provide children with a variety of opportunities to share their work with different audiences ( other classes, parents, displays, wider community)
- Children look after their work and keep it to the highest possible standard
- Books are kept clean and tidy, free of graffiti, 'doodling' and scribbling out
- Teachers' writing in children's books is of the highest presentational quality, with legible and joined handwriting.

## **Expected Standards of Presentation**

### **Foundation Stage/KS1**

#### **Literacy**

Children write in pencil. Work completed by Foundation stage children should be named and dated by the practitioner. All work in KS1 should have a date, learning objective written by the practitioner. More able children are encouraged to write the date, learning objective independently. When in Year 2, children are expected to write the long date, learning objective independently and underlined. Mistakes are erased with a clear rubber under the supervision of an adult.

#### **Mathematics**

Children write in pencil. All work should have a short date, margin, title/learning objective written by the practitioner. More able children are encouraged to write the short date, title/learning objective independently. When in Year 2, children are expected to write the short date and learning objective independently and underlined. Numbers are written in the individual squares in a child's maths book. Mistakes are erased with a clear rubber under the supervision of an adult.

### **KS2**

#### **Literacy**

Children will write in pencil or handwriting pen. A pen containing black ink is provided by the school when awarding a child their Pen Licence. Birs, gel pens or pens containing black ink may not be permitted.

The long date, title or learning objective is written and underlined with a ruler. Children should write from as close to the left hand margin as possible, with the date written on the

left hand side of the top line. There should be a line left between the date and learning objective and then another line left between the objective and the first line of work. A mistake in pencil should be erased using a clean rubber. A mistake in pen should be crossed out in a single line using a ruler and not deleted with an eraser pen or correction fluid.

## **Numeracy**

All maths work is to be completed in pencil. A margin with a width of three squares is drawn on the left hand side of the child's exercise book with a ruler. The same presentation guidelines for the date and title/learning objective are followed as in literacy, with the only alteration being the recording of the short date.

All diagrams, labels, lines used when calculating in written methods e.g. grid, number line, column, are drawn in pencil with a ruler.

## **Exercise Books**

Children are expected to keep all of their exercise books to a high standard of presentation. Doodling, scribble, graffiti or inappropriate comments on the front covers or any page of the exercise book is not permitted. If found, teachers are to ensure removal of any defacement to exercise books.

If a child's work is found not to be of an acceptable written standard, children will be asked by their class teacher to repeat the work and rewrite to an acceptable standard. Such work will be clearly labelled in books under the title 'Rewritten due to unacceptable presentation'.

## **Worksheets**

These are to be clearly dated with the child's name and a learning objective if not already included on the page of the exercise book. Worksheets are to be inserted neatly into exercise books, either glued or stapled. A4 worksheets are to be cut down to size to be inserted into A4 exercise books, without overlap. Worksheets are to be folded only in A5 exercise books.

## **Display**

Children will redraft and edit their writing to the highest possible standard for display purposes. Any written work displayed will be of the highest standard for that individual child. High frequency, age related spellings are expected to be correct, along with correct punctuation.

## **Homework**

Children will be expected to produce homework of the same presentational standard as written work produced in class. Homework is to be completed in pencil or a pen in black ink, if authorised to do so. Parents are encouraged to support their children to produce quality work as stipulated by the Handwriting and Presentation Policy guidelines.

## **Handwriting at our school**

Handwriting is taught as a whole class activity for a minimum of half an hour a week. This could be as a discreet lesson or broken down into shorter, daily sessions. Intensive teaching is recommended at the start of the school year to clarify our expectations, with further reinforcement in the form of weekly or daily lessons. Pupils will be taught an agreed style across the whole school. Our agreed handwriting scheme is built upon careful progression from pre-writing patterns to the development of an individual style. This structured program includes letter formation, basic joins, speed writing and sloping. Teachers and teaching assistants should act as a model when writing on the board or marking work, using a fluent, joined style based on our whole school agreed handwriting script.

## **Handwriting in the Foundation Stage**

In the Early Years children have access to a wide range of writing media and practical activities to practise and develop their fine motor skills, working towards accurate and legible letter formation. As children make progress, they are engaged in formal handwriting practise as part of their daily phonic teaching where they are taught correct letter formation, spacing and sentence writing. In these formal writing sessions, children's sole writing implement is pencil.

## **Handwriting in Key Stage 1**

In Key Stage 1 children are taught:

- How to hold a pencil/writing implement
- To write from left to right and from the top to the bottom of the page
- Correct letter formation of regular size and shape
- To leave regular spaces between letters and words
- How to form lower and upper case letters
- The correct posture for effective handwriting: sitting upright with feet flat on the floor

## **Handwriting in Key Stage 2**

In Key Stage 2 children are taught:

- To write legibly in a joined style with increasing fluency and speed
- To use different forms of handwriting for different purposes e.g. print for labelling and diagrams, a faster script for notes
- The correct posture for effective handwriting: sitting upright with feet flat on the floor

## **Pen Licence**

From Year 3 upwards, children will work towards achieving a pen licence. This permits the child to write in pen. When teachers feel a pupil's handwriting has reached a consistently high standard, they will submit the child's literacy book to the Literacy Coordinator for consideration of a pen licence.

Pen licences and a pen will be awarded and presented in our weekly Phase Assembly.

All pupils in Years 5 and 6 will write in a pen unless directed by the teacher otherwise.

## **Assessment of Handwriting and Presentation**

Children record handwriting exercises in a lined exercise book which must be monitored and marked by the class teacher.

Teachers assess handwriting and presentation as part of their normal daily marking. They use this formative assessment to inform further planning and development of skills.

Handwriting is formally assessed through Rising Stars Handwriting Assessments from Year 1 upwards and from the Foundation Stage Profile in Early Years.

## **Monitoring of Handwriting and Presentation**

Monitoring of handwriting and presentation of children is initially the responsibility of the class teacher. More formal monitoring is the responsibility of the Assistant Heads, Deputy Head Teacher and Head Teacher. There may also be occasions when Governors assume monitoring responsibilities.

Monitoring will take the form of lesson observations, book scrutinies, sampling and moderation of work and display and learning walks.

### **Inclusion and Support**

Children experiencing difficulty in handwriting will be brought to the attention of the Inclusion Manager. A program of agreed support will be developed between the child, class teacher, parent and inclusion manager.

Left handed children will be given specific seating consideration and will sit to the left of a right handed child.

### **Rewarding Neat Handwriting and Presentation**

As a school, we positively praise and encourage the efforts of children to produce high quality handwriting and presentation. This can take the form of house points, stickers, postcards home, verbal praise and certificates. Children's work can also be displayed in the classroom or corridors as an exemplar to other pupils.

### **Policy Review**

This policy will be reviewed January 2018.