



Handwriting and Presentation Policy

1. Rationale

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

2. Presentation across the school

- All books are named with printed labels with name, subject and class typed (can be found [here](#));
- Maths and English books are protected by plastic covers;
- Books are well kept with no writing or doodling on the outside or inside of covers;
- Every piece of work is dated (long date in all subjects except Maths). This is written on the left hand side, starting from the margin;
- Modelled examples are used to introduce new skills and reinforce expectations;
- Children use guidelines if they are writing on plain paper;
- All drawings and diagrams are in pencil;
- Pupils are discouraged from writing with a blunt pencil or one that is too short to be supported by the pulicue;
- All writing should start by the margin;
- Pencil crayons only, not felt or gel pens, are used in exercise books;
- Purple pen is used for editing;
- Where children mark their own or a partner's book, HB pencil and small ticks are used; All pupils neatly initial peer feedback in their partner's book;
- One single, straight line is used to cross out mistakes or edit writing;
- At the end of a piece of work, an empty line is left and the work ruled off so that the remainder of the page can be used in the subsequent lesson;
- No new books are issued until every page has been used;
- Poor presentation is challenged through verbal and written feedback;
- Correction pens and rubbers are not permitted;
- Children with a Pen Licence write in blue school issued handwriting pen only;
- All adults' handwriting is joined, neat and legible. This includes on whiteboards, flip charts, in books and on Working Walls.
- Once every half term, each child publishes a piece of writing that will feature as part of a classroom/corridor/hall display.

Maths

- Only pencil is used in maths books;
- All children use a whole, unfolded page to record their work;
- In Years 3 & 4 a one square margin will be drawn with a ruler; In Years 5 & 6 the margin will be two squares wide;
- A ruler is used to draw all straight lines, including for diagrams, tables and straight-sided shapes.

3. Worksheets

- Worksheets are used judiciously and only where they will improve pupil outcomes;
- Worksheets are always of good quality i.e. copied so that any lines, boxes etc. are square to the page;
- They are always pre trimmed before being stuck in books squarely, with none of the sheet overhanging the page;
- Worksheets that are larger than A5 are folded to avoid wasting whole pages in exercise books;
- They are stuck in so that the work is displayed in the correct orientation.
- Hot and Cold Tasks are trimmed and stuck onto a whole page, unfolded.

4. Handwriting (The school has adopted the Andrew Brodie Handwriting Scheme)

[Mary's Handwriting Presentation](#)

[Handwriting helping lines](#)

- Children use a continuous cursive handwriting style;
- They are taught how to maintain a correct posture and pen grip;
- The children receive a combined handwriting and spelling lesson 3 x per week;
- Opportunities for linking phonics and spelling are always used;
- Handwriting books are used in every class;
- Additional handwriting sessions are given to those children whose letter formation, joining or speed require improvement;
- When a teacher thinks handwriting consistently meets the criteria for a pen licence, the book will be shared with the English Subject Leader at that week's staff meeting.

5. Specific Progression

Years 3 and 4

- Years 3/4 is the transition time from pencil to pen. Children continue to use pencil in their work books but are taught to use pens in handwriting lessons.
- They work on securing joins, improving fluency and continuing spelling links.
- Children are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children write in paragraphs around a theme, leaving only 1 blank line between paragraphs.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

Years 5 and 6

- Children write in blue school issued handwriting pen only.
- They are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.
- Children learn to select the most appropriate presentation style for different writing genres.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft.
- Children go to the next line and indent to start a new paragraph.

Inclusion

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific resources.

Celebration and Motivation

All staff ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard in whole class situations;
- Ensuring good presentation and handwriting is rewarded in line with the whole school 'Positive Behaviour for Learning' document;
- Sharing good work in whole school assemblies;
- Displaying written work with annotated comments recognising achievement;
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays;
- Providing modelled examples and regularly reviewing expectations with children.

Monitoring

Presentation is monitored on a regular basis by Team Leaders and the Head and Deputy through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teacher and reviewed at Leadership Meetings to ensure this policy leads to good practice in every class across the school.

History

Dec 19	Policy constructed by Leadership Team and approved by Headteacher
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