

Marsh Green Primary School

Handwriting and Presentation Policy

2018-2019





Handwriting and Presentation Policy

RATIONALE

When communicating ideas in writing it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be underestimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting.

AIMS

- To develop a joined, confident handwriting style that is clear, legible and fluent, which will free the writer to write and not worry about letter formation.
- To foster a positive attitude towards writing.
- To establish and maintain high expectations for presentation of work.
- To ensure that pupils' recorded work is of real value to their learning.

PROVISION FOR HANDWRITING

The school will use the 'Nelson' handwriting style (see Appendix 1).

This will be displayed prominently in all classrooms. We will operate a 'Pen Licence' scheme in order to enhance our high expectations (see Appendix 2).

Handwriting will be explicitly taught. Our high expectations for handwriting and presentation will be upheld across all curriculum subjects.

Teachers and support staff will act as a model when writing on the board or marking work, using a fluent joined style as appropriate to the child's level of development.

The written word around the school environment will also model high expectations for handwriting and presentation.

Attention to posture and seating arrangements is important. Children who write with their left hand face particular difficulties and teachers need to be aware of this. Left handed children should either sit next to other left handers or on the left side of a right hander to avoid bumping arms or smudging work.

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Children who display specific difficulties with handwriting will have these addressed through such resources as rubber pencil grips, using alternative writing media etc.

Incorrect letter/number formation will be addressed through marking and feedback as appropriate to the developmental level of the child.

EXPECTATIONS FOR PRESENTATION

It is very important to achieve consistency towards presentation of work across the school. The following guidelines will be used to ensure this consistency, taking into account the age and ability of children as appropriate.

English

Children will write in pencil until they demonstrate sufficient ability to write fluently and legibly, in a joined cursive style, thus earning a 'Pen Licence' and a school handwriting pen. Pen Licences will only be issued by the Headteacher; Class teachers will decide when a child is ready to try for a Pen Licence. Pen Licences will be announced in the weekly Achievement Assembly.

Children will only use pens provided by the school. Biro or gel pens should not be used (unless they are appropriate to a specific task, such as writing a greeting card).

All work should have a full date (written in words) and a title (commonly the learning objective). A line should be left between the date and title and then another line left between the title and the first line of work. Both should be underlined, using a ruler. Children should be encouraged to write the date and title themselves, however pre-printed dates and titles can be used when deemed appropriate.

For pupils capable of writing, the use of pre-printed titles should not be 'over-used'. See Appendix 3 for further guidance on the use of printed resources.

Children should be given lines to write on wherever possible to maintain high standards of presentation, the width of the lines should be appropriate to the children's age and development.

Small mistakes should be crossed out neatly with one straight line. If an entire section of work (more than a sentence) needs to be corrected or is at an unacceptable standard, a line will be drawn underneath the work, with a ruler, for the child to start again. The use of Tipp-Ex or other pen correction methods is not permitted.



Mathematics

Pencil should always be used for Mathematics work.

Guidelines for presentation are the same as for English, with the exception that the short date is permitted.

Other Subjects

The guidelines for English apply to all other subjects where written work is produced. Therefore, the standard of handwriting, general presentation, and quality of written work in all pupils' books should reflect that of their English book. (See Appendix 3)

Diagrams should be drawn in pencil with labels in either pencil or pen depending on the task.

Work on Paper

Any work completed on paper must be stuck into books by children in the lesson. Children should be taught how to apply glue to the paper (one dab in each corner of the paper), to ensure books are kept neat and tidy. Sheets should be stuck in flat and not folded over so the work cannot be seen. (See Appendix 3)

Display

Display of writing could take the form of a class book or work on a board. Children may be encouraged to redraft written work for display, understanding the purpose and audience for which they are writing

Any written work displayed will be of the highest standard for that individual child.

Books

Children are expected to keep their books well presented. They should not 'doodle' on the front cover, or on pages inside. Books which are not kept well-presented may be recovered. Unacceptable presentation must be rectified and doodles removed.



Homework

Parents will be encouraged to support their children to produce quality work following the handwriting and presentation policy guidelines. Children will be expected to take the same care with homework as they do with their class books and the same standards will be expected.

Monitoring

The monitoring of handwriting and presentation is the responsibility of all Leaders of Learning to ensure consistency across the school and to ensure that our high expectations are being met. The Senior Leadership Team will also monitor handwriting and presentation. Monitoring can take the form of lesson observations, drop-ins, sampling and moderation of work, data analysis, speaking with pupils and looking at teachers' planning.

Appendix 1 – Nelson Handwriting style

Nelson Handwriting



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

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

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

1 2 3 4 5 6 7 8 9 0

Appendix 2 – Pen Licence



Pen Licence

To be awarded a Pen Licence,

you must ALWAYS:

- Use finger spaces between words
- Form all letters correctly
- Sit letters on the line
- Only use capital letters at the beginning of a sentence and for proper nouns (not in the middle of words)
- Correct mistakes neatly with one straight line
- Join your handwriting





Appendix 3 – Guidance on the use of printed resources/printed evidence of learning

Printed resources, **when used well**, can add value to pupils' learning and enhance the overall presentation of their work.

When deciding on the appropriateness of using a printed resource, which will be stuck into the pupil's workbook, use the following as guide:

Point to consider	Exam
Does this resource remove a potential barrier to the intended learning?	*Reduce the need to copy out text. *Provide spelling support. *Photographic evidence of learning for pupils unable to write independently *Support independence by providing a framework for working and recording.
Does this resource add value to the learning?	* Assist in the presentation/layout. * Provide examples/explanation. * Visual stimulus * Visual/written prompt * Example/explanation * Steps to success
Which parts of the resource are the most useful?	*Is a whole sheet necessary? Could a section be trimmed and used instead?
Could the resource limit the quantity or quality of the work produced?	*Make sure writing frames/speech bubbles have lines for children to write on, appropriate to their developmental stage. * A picture with two printed lines suggests low expectations - it is better to stick just the picture into the book so that children can write to the best of their ability directly into their book.
Will the resource support pupils to reflect on their learning at a later date?	*Photos *Captions *Text which explains the learning *Include the stimulus being used to give context to the work, e.g answering questions about a bar chart/piece of
Is there a balance between supporting presentation and encouraging independence in pupils' workbooks overall?	*All pupils need to develop the skill of writing/recording - there must be opportunities for this skill to be developed. *Pupils who are able to write should do so regularly and directly into their English/Maths book- they should not use printed titles or have numerous stuck in pages.