

# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## Handwriting and Presentation Policy (School Policy)

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Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



**Section 48 Diocesan Inspection October 2018**

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



**Ofsted March 2013**

*Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

At St Margaret Clitherow School we are committed to Safeguarding Children

### **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.

### **Presentation across the school:**

- All books are named with the school label and logo. Names are typed on the front of books.
- Every piece of work is dated (long date in all subjects except Maths) on the left hand side of a page.
- All work has a typed learning objective. See Appendix 1.
- All drawings and diagrams are in pencil.
- Pencil crayons, not felt pens or highlighters, are used in exercise books.
- Coloured pens are used for specific reasons by children e.g. self –correcting, editing or peer assessment.
- One single line is used to cross out mistakes or edit writing.
- Books are well kept with no writing or doodling on the outside or inside of covers.
- Children start a new piece of work on a new page.
- Poor presentation is challenged through verbal feedback and marking.
- Tippex and correction pens are not to be used by children.

### **Handwriting across the school:**

- Children use a continuous cursive handwriting style.
- They are encouraged to maintain a correct posture and pencil grip.
- Handwriting is discretely taught daily in the Foundation Stage and the beginning of Y1, at least twice a week in Y2 and once a week in KS2.
- Opportunities for linking phonics and spelling are used.
- Handwriting books are used from Y1 onwards.
- Additional handwriting sessions are given to those children whose letter formation, joining or speed require improvement.
- Children write in pencil until the end of Year 2. From Year 3 onwards pupils write in black pens (no biros). Some children may continue to use pencil if their writing does not reach an acceptable standard. Support will be put in place to improve handwriting.

### **Specific Progression:**

#### **Foundation Stage**

- Children draw lines and circles using gross motor movements using one-handed tools and equipment. They may begin to use anticlockwise movement and retrace vertical lines.
- Children are encouraged to hold a pencil between thumb and two fingers. They are then taught to hold a pencil effectively to form recognisable and correctly formed letters.
- Children can copy some letters, e.g. letters from their name
- Children are taught correct letter and number formation in a pre-cursive style, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child-initiated learning.
- Use of rulers is modelled by teachers and rulers are available for child-initiated learning.
- Some children are taught how to write 'on the line' and begin to join letters.

#### **Years 1 and 2**

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- They are taught how to underline and label neatly with a ruler.

### **Years 3 and 4**

- Children write in black pen (not biro).
- 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.
- 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 black pen (not biro).
- 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 of a piece of writing.

### **Inclusion:**

These expectations apply to the vast majority of children throughout 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 equipment.

### **Celebration and Motivation:**

All staff ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard, including homework, in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policy (Praise, House points, Headteacher Awards).
- 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 reviewing expectations with children.

### **Homework:**

Parents are encouraged to support their children to produce quality work following the policy guidelines. Children are expected to take the same care with homework as they do in their class books.

### **Monitoring:**

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teacher and at Leadership meetings. This will ensure that the policy leads to good practice.

Appendix 1

**LO: Retell the story of the stampede**

<u>Success Criteria</u>	Me <input checked="" type="checkbox"/>	T <input checked="" type="checkbox"/>
1. Use powerful vocabulary (including similes and metaphors) to describe your emotions	<input type="checkbox"/>	<input type="checkbox"/>
2. Use time connectives and adverbial clauses to begin sentences and paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
3. Use a variety of sentence structures to engage the reader and create atmosphere	<input type="checkbox"/>	<input type="checkbox"/>