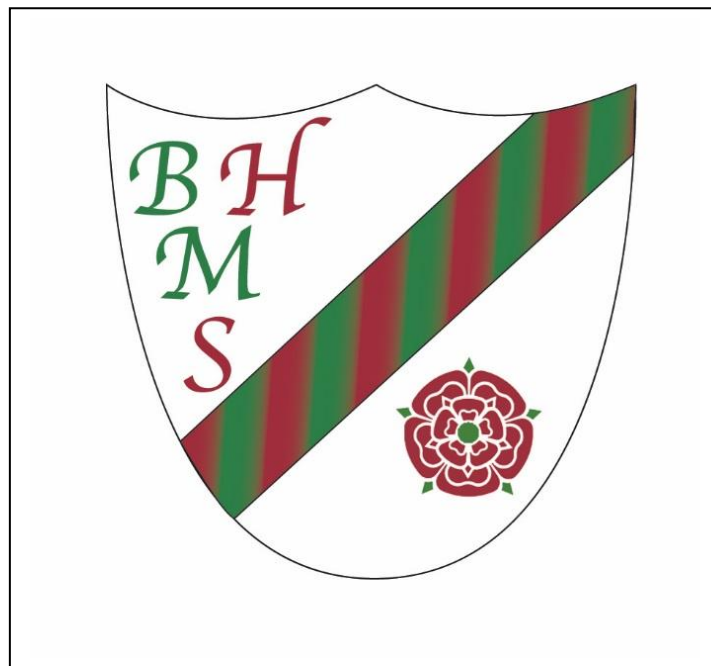


Bedford Hall Methodist Primary School Handwriting & Presentation Policy



Written by:	R Hewitt
Date agreed:	November 2023
Next Review Date:	Spring 2027
Chairs Signature	

Version Control

Change Record

Date	Author	Version	Reason for Change
July 2019	Amy Burkes	1	New Policy
November 2023	Rachael Hewitt	2	Revision of policy to include Letter Join handwriting scheme

Mission Statement

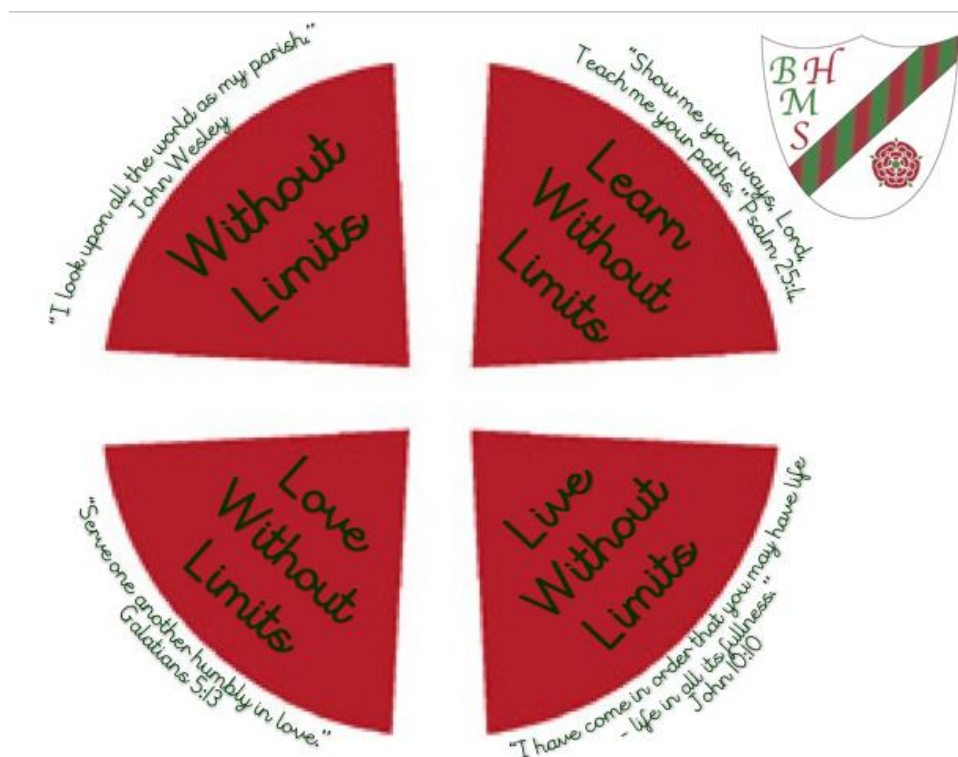
Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential. To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Safeguarding Statement

At the Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Vision



Handwriting & Presentation Policy

This policy applies to all curriculum areas.

Context

At Bedford Hall Methodist Primary School we have high expectations of all children. The importance of handwriting and presentation cannot be underestimated. Children's self-esteem and motivation is heightened when they are able to take pride in their work.

In our school we aim to instil a positive attitude towards handwriting. Children are encouraged to develop a joined, confident handwriting style that is clear, legible and fluent. We also ensure consistency towards presentation of work throughout the school.

Handwriting

- Children are taught handwriting using the Letter Join Handwriting Scheme from Foundation Stage onwards.
- Handwriting is taught as a whole class discrete lesson once a week. These skills are applied daily.
- In EYFS handwriting is taught regularly as part of physical development objectives.
- Handwriting should be completed in children's Grammar books.
- The teacher should model the handwriting scheme style when writing on the board and marking work.
- Teachers should address handwriting issues through verbal feedback, making observations and marking the work (see Marking Policy).
- Attention to posture and seating arrangements is important. Left-handed children should either sit next to other left-handed child or on the left side of a right-handed child to avoid bumping arms or smudging work.
- Examples of the handwriting scheme are available in the classroom as an aid to children.
- Children have an additional opportunity to practice handwriting as part of their spelling homework each week. In Key Stage One, children will trace and copy their spelling words. In Key Stage Two, children will trace and copy sentences that include their spelling words. These use the letter join handwriting scheme.
- In Foundation Stage and Key Stage One, children will write in pencil until they demonstrate sufficient ability to write fluently and legibly. At this point they will use a handwriting pen supplied by the school. If a child's standard of handwriting slips, they will revert back to using pencil. It is expected that all children will be using a handwriting pen by the end of Year 3.
- On occasions where pencils are used, teachers are responsible for ensuring that the pencil is sharp and of a suitable length (anything shorter than ½ the original pencil length is unacceptable).

- Blue Handwriting pens are provided by the school and are the only pens to be used for written work. If required, left-handed children will be provided with a similar pen designed for their specific needs.
- The class teacher will decide when a child can move on to using a pen. This can be reviewed at any time if handwriting does not remain consistent.(E.g. move back to pencil then return to pen).
- Children who display specific difficulties with handwriting will have these addressed through additional aids such as; slanted writing boards and rubber pencil grips. Individual cases may be referred to the SENDCO where necessary.

Presentation

- At the start of each half term teachers should clarify expectations of presentation to the whole class with frequent reminders.
- All work should have a date and learning concept (*in lessons where applicable*) which is underlined in pencil using a ruler. In all year groups the learning concept should be written on a separate line from the date. Another line should be left between the learning concept and the first line of work. (DUMTUM – date, underline, miss a line, title, underline, miss a line).
- Children should be encouraged to write the date and learning concept when it is appropriate. When necessary the teacher would use a sticker to state date and learning concept.
- In lined workbooks, where stickers are used to display date and learning concept, these should be aligned to the left hand side of the margin.
- Children should write from the left-hand margin.
- A mistake should be crossed out with one line through it, using a ruler. **Tippex must not be used to erase written work.** Purple pen should be used for corrections.
- Pencils should be used for all Mathematics work and purple pen for corrections.
- In Mathematics, ensure there is a clear gap between the question number and the calculation.
- Also in Mathematics please ensure one number or symbol per square. For formal written methods lines should be drawn in pencil using a ruler along the line.
- Pictures, diagrams and tables should always be drawn in pencil and labelled in either pencil or pen, depending on the child's ability. Rulers must be used to draw straight lines.
- Felt-tipped pens should not be used inside any books.
- In Mathematics workbooks, stickers should sit on the left hand side of the page aligned with the squares.
- Stickers should be stuck in neatly by an adult, or by the child when appropriate.
- Children are expected to keep their books well-presented. They should **not** doodle on the front cover or the pages inside.

Display

Display of writing can take the form of a class book or work on a wall. Children will be encouraged to redraft written work (where applicable) for a display, understanding the purpose and audience for which they are writing. Any written work displayed

must be of the highest standard for that individual child and written in pen where appropriate.

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 in their class books. Homework should be completed with a blue/black pen or pencil.

Monitoring and Assessment

- Teachers assess handwriting and presentation as part of their normal marking in line with the Marking Policy. They use this formative assessment to inform their future planning. Handwriting is assessed as part of the National Curriculum framework.
- In EYFS staff assess handwriting as part of Physical Development objectives.
- Monitoring the presentation and progress of handwriting can take the form of lesson drop ins, work scrutiny and moderation.
- All books should be labelled with stickers which include the child's full name, year group and subject. When a new book is required a sticker should be used and not "hand written". Classes should keep a bank of labels. The book number can be hand written on by an adult.
- Key points from this policy should be shared regularly with children so they are clear about the school's expectations.