



## **WOODFIELD ACADEMY**

# **HANDWRITING AND PRESENTATION POLICY**

Ratified on 29<sup>th</sup> September 2020

## **Rationale**

At Woodfield Academy, we are constantly seeking to raise standards in all aspects of learning and teaching. Our school ethos is one of pride in learning and the presentation of pupil outcomes in books forms a core part of this.

Pupil books form a record of the learning and teaching that has taken place during an academic year and as such needs to reflect a progression of personalised learning opportunities, as well as evidence of pupils making effort and taking pride and in their outcomes.

When communicating written ideas, it is important that pupils use a style of handwriting which is neat and legible. The importance of handwriting therefore should not be underestimated. It is vital that we develop young adults who can write quickly, comfortably and legibly, a key life skill and one needed not just in all curriculum areas but for life. Self-esteem is also heightened when pupils are able to take pride in their handwriting and presentation of work.

This policy should be read in conjunction with the Teaching & Learning policy, Marking and feedback policy, the Literacy policy and the Display policy. It also supports department implementation.

## **Aims**

- To motivate each individual to present their work in the best possible way.
- To ensure each pupil knows the standard of presentation that is expected of them.
- To support all pupils to develop a handwriting style that is neat, clear, joined, legible and fluent.
- To develop a positive attitude towards handwriting and general presentation of their work in all areas and in all tasks.
- To ensure teachers support pupils with the consistent expectations in the presentation of their work across the school and all subject areas.

## **Implementation**

- Intensive teaching is best practice in first few weeks of each school year in order to set expectations, standards and importance.
- Teachers and LSA's should act as models when writing on the board or marking work, using a fluent style.
- All typed text worksheets, displays and IWB resources should all be consistent using the cursive font. As with all good practice these should be differentiated if needed and if necessary, font should be converted from solid to 'un-joined' to support pupils who struggle with letter formation.
- Pupils should be encouraged to redraft written work for display, understanding the purpose audience for which they are writing. This should be in blue ink.
- Pupils are expected to keep their books well presented. This may result in pupils being asked to re-write on paper and covering any poorly presented work.
- Parents are encouraged to support pupils with the quality of the work they present at home. Pupils are expected to take the same care with homework as they do with class books.
- Presentation guidelines will be on show in all classrooms and information available in pupil diaries.
- Pupils who struggle with handwriting and presentation will be offered additional support by their teacher or given specific intervention tailored to their needs.
- Specific subject presentation guidelines will be shared by Head of Departments and attached to the appendices/outlined in the subject implementation.
- Formal handwriting will be taught in KS2 as a whole class activity each week. Some additional lessons may be required for some pupils in both Key Stages.
- There is no set scheme but teachers should be familiar with the style from the Nelson Scheme.

## Monitoring

Monitoring of handwriting and presentation will be monitored by the Headteacher, members of the SLT and the Head of Literacy/SEND/CO as appropriate. The Chair of Governors will also monitor with a variety of formats – observations, sampling and reports.

### NC statutory requirements for Year 5 and Year 6 is as follows:

Handwriting is an integral component of the English programmes of study for Key Stages 1 and 2. The programmes describe two dimensions of writing:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

The curriculum demands that teaching should develop competence in *both* dimensions, as writing down ideas fluently depends on effective transcription. This relationship defines the role of handwriting as a *functional tool* in the writing process.

*Pupils will be assessed by:*

- *Their ability to maintain legibility in joined handwriting when writing at speed.*

*Pupils should be taught to:*

- *Write legibly, fluently and with increasing speed by:*
  - ⇒ *Choosing which shape of a letter to use when given choices and deciding, as part of their personal style.*
  - ⇒ *Choosing the writing implement that is best for a task.*

### **Book covers should indicate:**

- Pupil's full name
- Class
- Subject
- Teacher
- Maths and English set information
- Pupils should not write on the covers of their books

### **Date of work in books:**

- All work will be dated
- Full written date in all books except numeracy when the digital date will be recorded
- Date is aligned to the left and underlined with a pencil and ruler

### **Title of work in books:**

- The learning objective (L/O) will be written at the start of a piece of work
- L/O should be aligned to the left and underlined with pencil and ruler
- This should be done for all pupils with SEN or fine motor skills issues

### **General presentation**

- Teachers should encourage a good standard of presentation overall
- Pupils should only use:
  - ⇒ Blue Berol handwriting pens in all subject areas
  - ⇒ Pencil to record workings out in numeracy and drawings
- Pupils should use pencil crayons when illustrating work in books
- Errors should be crossed out with a single pencil line
- Pupils are to use green pens when undertaking peer/self-assessment tasks
- Pupils should be aware that unacceptable presentation will result in work being re-written
- Worksheets are to be clearly dated and include a L/O. These will be neatly inserted into books.
  - ⇒ A4 sheets trimmed down to be stuck flat into A4 books, whole if A4+ books.
  - ⇒ They should only be folded if books are A5

### **Teaching Boards (e.g. Whiteboards and Interactive Whiteboards)**

- Date/Title (L/O)
- Learning objectives (L/O) should be underlined and left aligned
- Full date and digital date underlined aligned to the left

### **Handwriting**

- Teacher should model the appropriate cursive handwriting style whenever they are writing for the class. Lucida font used for all printed sheets if available.

### **Font type/size:**

- Cursive handwriting font