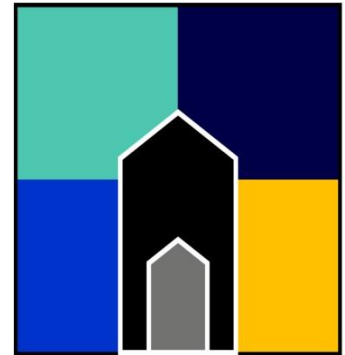




An Daras
Multi Academy Trust



An Daras Multi-Academy Trust

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: Approved	
Recommended	
Version	v1.1
Statutory	Yes
Adopted v1.1	Summer 2017
Review v1.1	Summer 2019
Advisory Committee	LGAB
Linked Documents and Policies	Response to Marking Policy

St Stephens Community Academy

Presentation and Handwriting Policy

Reviewed and adopted – **Summer 2017**

Reviewed by the SSCA LGAB – **Summer 2019**

Rationale and Aims

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting that has been agreed by the whole staff and Local Governing Body following discussion, consultation and professional development. It provides guidance for all staff, new and experienced and it will underpin the continued development of the academy as a learning community.

Aims

- To have a consistent approach to presentation and handwriting across both Key Stage One and Two.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.
- To raise standards in writing across the school.

For pupils to:

- To ensure that children reach the expected standard for handwriting in line with the 2014 National Curriculum Achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style (see Appendix 3).
- Develop flow and speed whilst writing, so that eventually the children are able to write fluently and with confidence.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

The role of the teacher:

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.

- To provide resources and an environment that promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

Continuity and Progression

Formal handwriting is taught by following the expectations set out in the 2014 National Curriculum, which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth. This will be adapted by the teacher to include the adopted cursive styles of joining.

Foundation Stage

The emphasis at this stage is with movement and fine motor skill development. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are to be taught to use lead-in and lead-out strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation please see **Appendix 1**).

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

Key Stage 1

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. It is expected that the vast majority of children will be joining by the end of Key Stage 1. Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Children in lower Key Stage Two will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in handwriting books but handwriting following the agreed handwriting style is expected to be used by pupils in all books and across all lessons. Children will write with pencils until the class teacher assesses that they are joining competently and consistently. When children reach KS2 they will be able to earn a pen licence. They will then be given a handwriting pen to use. (see pen licenses below)

All children in Key Stage Two will use the agreed cursive handwriting style in all lessons. Children in Year 6 are able to choose the writing implement that they feel is best suited for a task.

Pen Licences

When children reach KS2 they are able to work towards a pen licence. To achieve this they have to work towards specific criteria (see Appendix 4) starting at bronze and progressing through to gold. When children feel they are consistently writing at a standard which would enable them to

achieve the next level they are allowed to submit their work to the handwriting panel (a small group of upper KS2 children) who will decide if they agree. Certificates will be presented in celebration assembly on a Friday.

Presentation Guidance

Children's work

Book covers should indicate:

- Child's name
- Class
- Subject
- Children should not write on the covers of their books

Underlining:

When underlining a ruler should be used at all times.

Maths Books

When writing in maths books or on squared paper, the expectation is one number per square. Children in Foundation will use maths books with 1.5cm², KS1 1 cm² and KS2 0.8cm².

General Presentation

- Teachers should encourage a good and high standard of presentation in all work across all subjects.
- Errors should be crossed out with a single pencil line.
- Children may only use rubbers at the teachers' discretion when the learning is a published piece. St Stephens Community Academy celebrates the learning from mistakes. **No** ink erasers may be used.
- Teachers are to provide written feedback in books following the schools response to children's learning policy using 'Tickled Pink' and 'Green for Growth.'

Monitoring and Evaluation:

All teachers are responsible for monitoring standards but the Domain leader, under direction of the Head of School, is responsible for the direction of the subject across the academy. Time is allocated for the Domain leader to monitor standards and quality across the academy. The work of the domain leader also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations and Pupil Conferencing are also undertaken, and the domain leader regularly reviews evidence of the children's work. The domain leader also provides opportunities for children to extend their skills beyond the lessons

Standards are Monitored and Evaluated by:

- Domain leader using allocated time to observe lessons, teachers plans and pupils work
- Staff meetings/ allocated time to look at children's performances and assessments and to evaluate standards.
- Collecting teacher assessments of pupils' progress aligned with exemplification standards and expected levels or equivalent in the National Curriculum 2014.

- Where particular weaknesses in skills are observed, modification of the curriculum and time allocation for particular aspects of Presentation and Handwriting are considered and changes made when necessary.

Review:

This policy will be reviewed in line with the academy policy review programme. The Domain leader is responsible for reporting to the Local Governing Advisory Board (LGAB) about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Policy first agreed – **Summer 2017**

Review – **Summer 2019**

Policy published on website – **Summer 2017**

Signed..... Chair LGAB

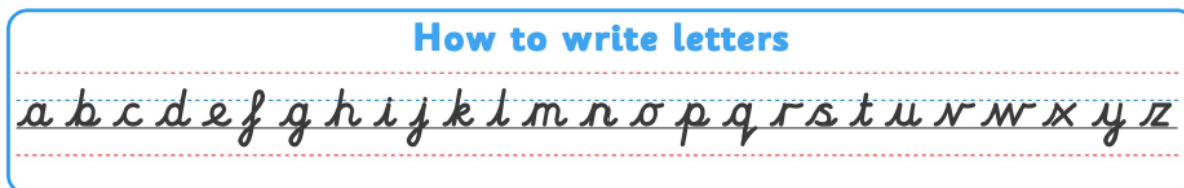
Signed..... Head of School

Signed..... Executive Head Teacher

Date.....

Appendix 1

Agreed letter formation for cursive writing



Appendix 2

Font name from Join-It

CCW cursive writing or XCCW joined 1a available through all Microsoft programmes in school.

Appendix 3

National Curriculum 2014 - Handwriting Breakdown

Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Year 3 and 4

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Year 5 and 6

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 whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Appendix 4

Pen Licence Criteria

Bronze Pen Licence Criteria

To achieve a bronze pen licence, you should consistently and accurately:

- Write your lower-case letters of the correct size, next to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters.
- Understand which letters, when next to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that matches the size of the letters.
- Keep your letters sat on the line.
- Cross out any mistakes or changes with one neat line.

Silver Pen Licence Criteria

To achieve a silver pen licence, you should consistently and accurately:

- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of your handwriting for example, by making sure that the downstrokes of letters are parallel and equidistant that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Gold Pen Licence Criteria

To achieve a silver pen licence, you should consistently and accurately:

- Write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices
 - deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.