

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S  
C of E Primary School

## Whinmoor St Paul's (VA) C of E Primary School

### Handwriting and Presentation Policy

#### *Every Child is a Unique Child of God*

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed January 2017

Review date: January 2020

Signed: Chair of Governors: Mr K Blackshaw

Date: January 2017



The Governing Body and staff of Whinmoor St Paul's Primary School (hereinafter referred to as 'the school') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

### **Our Mission and Ethos**

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment

### **How we teach handwriting and presentation skills from Reception to Year Six**

All St. Paul's pupils will endeavour to develop the same style of joined handwriting over the course of their time here. This is developed through letter formation work and practice with the PenPals handwriting scheme from Reception to Year 6. All staff members have access to this scheme of work, in particular the aspects relevant to their year group. We aim to give children the ability to write fluently and legibly and to promote pride in presentation of all aspects of their work. With this in mind, handwriting and presentation is taught in the following ways:



- Each member of staff will teach handwriting, following progression in the PenPals Handwriting Scheme.
- Handwriting practice will be completed in the handwriting books.
- It is expected that children from Years 2 to 6 will use their joined handwriting in all their curriculum work.
- Staff will use the PenPals Handwriting Scheme as a base for progressive skills, but staff may use earlier books in the scheme to differentiate their work and give additional support to those children who need it.
- Children at Key Stage 1 will write in pencil. Depending on performance in handwriting sessions, children may progress to use of a handwriting pen from Year 4 onwards. By Year 6 some children will have progressed to using a fountain pen for all written work (Maths work will always be in pencil).
- Once children work in pen, they will always write in blue ink using a handwriting pen.
- Teaching techniques will encompass the following:
  - A correct pencil / pen grip is firm but relaxed. The pen should be held between the thumb and the first finger, resting against the middle finger.
  - Teachers will model and check rigorously for correct letter formation at all times.
  - Teachers will model and check rigorously for correct posture with the children sitting comfortably with feet flat on the floor with body upright but tilted slightly forward on a chair suited to the height of their table.
  - Children will have good light in order to see what they are writing without eye strain – teachers will be particularly aware of this when handwriting exercises are presented using the IWB and lights may be turned off.
  - The paper position should be adjusted to suit right or left handers.
  - Teaching staff should use the correct terms for handwriting practice i.e. ascender, descender, capital letter (upper case), lower case.
- To ensure high quality presentation, teachers will ensure:
  - All adults model good quality handwriting when modelling writing in books or on whiteboards and when giving feedback.
  - The date will be written at the top of each page of work, and underlined. In Maths, the date may be written in an abbreviated form (07/07/15), but in all other work it will be written in full (Tuesday 22<sup>nd</sup> June, 2015).
  - Children should underline all dates and titles. L.O.s only underlined if it is the title for the work.
  - The children will miss a line under the title and then begin their work.
  - Children should cross out mistakes made in either pen with a single, ruled line. Rubbers should not be used.
  - New pieces of work should be started on a new page.
  - No graffiti is acceptable on books or work.



Poor quality presentation and handwriting is to be considered unacceptable in every circumstance – as children get older they should be made aware of how some occasions e.g. note-taking might include short hand or a quicker joined handwriting style, but expectations of correct letter formation, correct inclusion of upper and lower case letters and clear presentation still stand.

### **How we assess handwriting and presentation skills from Reception to Year Six**

- Handwriting is assessed whenever children produce written work. The assessments may inform teachers' subsequent whole class teaching sessions, or target setting with the child, or both.
- Presentation is assessed whenever children produce written work and work of poor quality must be checked **immediately**. Standards slip quickly if staff fail to correct poor standards.

### **How we support and manage inclusion in handwriting and presentation from Reception to Year Six**

Where children are not achieving their potential in handwriting and presentation, or where children are performing above or below age-related national expectations, inclusion is managed in the following ways:

- Through in-class, targeted support – identified in planning and assessment documentation - with both the teacher and the teaching assistant.
- By using a support scheme to rectify any specific problems (for example, poorly developed motor skills) a child might have – again delivered by the class teacher or the teaching assistant.
- By offering one-to-one handwriting support for some children.
- By using appropriate handwriting support material for children provided by the Inclusion Leader.
- Where a teacher has exceptional concern about a child's handwriting abilities, or where a child has a condition which impacts on handwriting (e.g. development co-ordination disorder) the input of the Inclusion Leader will be sought and his / her advice, and the advice of any outside agencies involved, will be followed and, where relevant, incorporated into Pupil Passports.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010

Agreed – January 2017  
To be reviewed - Spring 2020