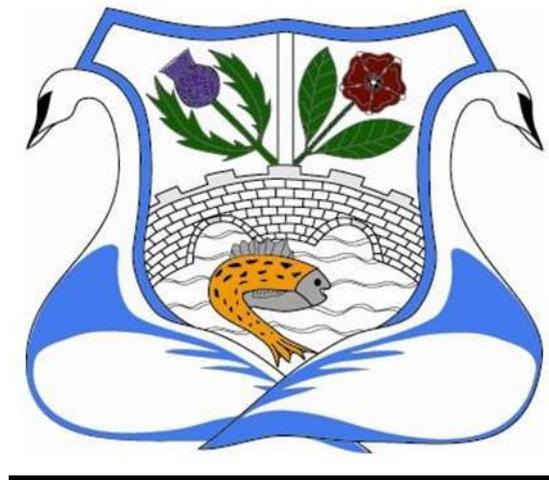


# **Berwick Middle School**

## **Presentation and Handwriting**

### **Policy**



<b>Date agreed by Governors</b>	<b>June 2016</b>
<b>Date of review</b>	<b>June 2018</b>
<b>Responsible officer</b>	<b>Derryth Hope</b>

## **A Whole School Policy on Presentation and Handwriting**

**This policy is part of the school's Assessment, Recording and Reporting Policy and reflects the aims of the school. It is intended to ensure that presentation is consistent across the whole school.**

### **Rationale**

- BMS aims to develop the knowledge and thinking skills of students in a wide range of contexts and subjects. Clear and thoughtful presentation of work is a key part of this process.
- The presentation and organisation of work has been directly linked to positive work ethic and self-esteem as well as learning and achievement.
- Developing pupils' ability to present and articulate their thoughts through clear presentation will aid the development of behaviours for learning that enable them to become lifelong learners.

### **Purpose**

- BMS has established the following policy in order to provide teachers, students, parents and carers' guidelines and consistent instructions for the presentation of work in books, folders, portfolios, planners or display boards.
- Instilling in students a sense of pride in their work is in keeping with the vision that BMS is a place where "happiness is derived from positive self-esteem" and students are "proud to belong."
- Clear presentation and organisation of work encourages students to become independent learners who use their work as learning aids to manage their progress and revision.

### **Agreed Practice**

#### **Presentation of pupil work**

- All work should be dated and headed with a title or a learning objective that is underlined using a ruler.
- All pictures, diagrams, tables created directly in books should be completed in pencil and where appropriate a ruler and / or coloured pencils used.
- At KS2, with the exception of self and peer assessment where red pen should be used, all written work should be completed in pencil until children are competent and confident to use pen, unless otherwise instructed by the teacher. It is expected that the vast majority of pupils will be using pen by the end of Year 5.
- At KS3, with the exception of Maths, where work should be completed in pencil and self and peer-assessment where red pen should be used, all written work should be completed in black/blue pen only unless instructed otherwise by the teacher.
- Teachers should ensure that all additional sheets are used sparingly and kept to a minimum.
- Teachers/Pupils should ensure that all necessary additional sheets are trimmed and glued into books or organised in the folder to maintain chronology and ensure that progress can be assessed.
- Exercise books and folders should be free from irrelevant drawings/doodling.

- In addition to the above, teachers may share with pupils subject specific guidelines for the presentation of work and organisation of worksheets in pupils' books.
- Pupils will use A4 jotters to record their work across the school.
- Exceptions to the above may be appropriate where work is completed for the purpose of display.

### **Presentation of work on display boards or walls**

- With the exception of work for working walls used within lessons, student work presented as part of a display, should be of an appropriate standard that allows it to meet one or more of the defined purposes as follows:
- The work has been displayed as a means of rewarding or celebrating the efforts of a pupil or to raise their self-esteem.
- The work has been displayed in order to share good practice across pupils or classes.
- The work represents an example of a particular grade or level to be used as a learning tool.

### **Responsibility**

- It is the responsibility of all adults who work with the pupils at BMS to model good presentation and organisation at all times.
- Teachers and teaching assistants should address concerns about presentation and organisation with students in order to develop positive habits and support learning.
- Form teachers should take time to remind and encourage students about the importance of taking pride in the presentation of their work.
- Pupils should maintain high standards of presentation and organisation.
- Teachers and teaching assistants should try to make explicit links between presentation and progress where appropriate and reward pupils who make improvements in their presentation and organisation.
- Teachers and teaching assistants will play an active role in selecting the best from their classes and Key Stage to display around the school.
- House points may be used as an encouragement reward. These will be limited to 2 per piece of work. Commendations will be presented in school assemblies for exceptional pieces of work or sustained effort.
- Parents should encourage their child(ren) to maintain high standards of presentation and take pride in their work.

Presentation Police Appendix – Best Practice Guidance for Pupils

**Key Learning Objective:** To take pride in the presentation of my work.

### **Success Criteria:**

- Keep my books neat and tidy, I need no graffiti on or in books
- Include a Topic or Year assessment overview in the front of my book.
- My book will look wonderful if I always try to write as neatly as I can.
- I will use blue or black pen, or pencil.
- I will use pencil to draw tables and diagrams.
- I will use a ruler to underline titles and draw tables (and diagrams if appropriate)
- If I make a mistake I will draw a neat line through it.
- I will write the date and give a piece of work an underlined title.
- I will stick sheets in neatly.

# Berwick Middle School Handwriting Policy

Our aim is for children to develop legible, fluent, efficient handwriting.

In handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is consistency in handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with an understanding of the progression of skills, and of how to remedy errors. It is not sufficient to exhort children to improve their handwriting; the different elements need to be taught and **practiced**.

At Berwick Middle School handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation. We build upon the styles that the pupils have developed in their respective First Schools and aim for them all to write quickly, at speed, in a neat cursive style by the end of KS2. If pupils do not reach this milestone, we continue to support them into KS3, so that they can continue to develop their own efficient style.

**Aims** (each aim is considered equally important)

- To teach children to write with a flowing hand which is legible, swift and pleasant to look at.
- To write quickly at speed in a neat cursive style by the end of KS2.
- To enable children to develop their own style of handwriting as they progress through Berwick Middle School.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation.
- To appreciate handwriting as an art form.
- To display excellent examples of handwriting in every classroom and around the school.

## Teaching and Organisation

Handwriting is taught regularly and referred to at least weekly in all year groups, as part of a class and/or group lesson. It KS2 handwriting will be of major focus during work on spelling.

At the start of each academic year the pupils will all complete a handwriting activity to assess the standard of their neatest handwriting. This will be stuck in each pupil's planner and used as a benchmark for their handwriting by ALL teachers throughout the year. From this initial piece of writing pen licences may be granted, particularly for new pupils to the school.

The following is a brief outline of our agreed policy -

**Gross and fine motor skills:** activities to develop gross and fine motor skills are essential to the development of good handwriting.

**Posture:** children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

**Pencil grip:** children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil holders are available in school for children who find them helpful.

**Position of paper:** left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink.

Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

**Correct letter formation:** children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender.

**Joining letters:** children should be introduced to joined handwriting as soon as they have mastered the shape of individual letters. They will begin by joining vowel and consonant digraphs, to facilitate the recall of spelling patterns.

**Correcting mistakes:** use of rubbers is to be discouraged except in the case of work in pencil for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word rewritten.

**Writing implements:** when children have achieved legible joined handwriting in pencil, they will progress to a fibre tip 'school handwriting pen', which will then be used for all written work in school in Year 5. In the case of pens, the first pen will be provided by the school, but parents will be asked to purchase replacements for lost or damaged pens. In Year 6, 7 + 8 the pupils are able to use ballpoint pens.

**Pen Licences:** Pen Licences are to be earned by all pupils from their arrival in Year 5 with the aim that all pupils have gained one by the end of Year 5. Once a pupil's writing in pencil is fluent and fairly free from mistakes with letters being formed and joined correctly, licences will be awarded in Key Stage assemblies.

**Rewards:** Staff use praise, house-points, commendations, display and the pen licence to engage pupils and reward their efforts.

**Display:** designated display boards are allocated to show/celebrate good examples of handwriting from across the school.

**Ink:** black or blue ink will be used throughout the school.

## Resources

Pencil grips, HB pencils, Berol handwriting pens, handwriting paper, handwriting books, Handwriting support material and 'Speed Up' Intervention Programme.

## Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENDCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case.
- Pencils should not be too short or held too close to the point as this can interrupt pupils' line of vision.
- Pupils should be positioned so that they can place their paper to their left side.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

## **ICT**

The growth in the use of word processing and desktop publishing has increased pupils' awareness of the importance of presentation and the variety of handwriting styles/fonts available. Pupils are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.

## **Leading by Example**

Teachers/Teaching Assistants discuss handwriting and presentation in all subjects and aim to model good handwriting themselves. Teachers/Teaching Assistants are explicit about different types of handwriting for example, personal note-taking or best handwriting for presentation, but remember not all the pupils will be able to achieve this. Teachers/Teaching Assistants give handwriting a high priority in classroom displays.

It is important for Teachers/Teaching Assistants to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's books. Teachers/Teaching Assistants strive to model a fluent style and use the appropriate joins, demonstrating fluency and legibility.

Teachers/Teaching Assistants aim to make handwriting lessons relevant to the curriculum, by providing a purpose to the work where possible, encouraging the children to view handwriting as part of an overall presentation policy.

## **Monitoring and Evaluation**

It is the role of the Head of English to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the Head Teacher and SLT.