



CHEETWOOD COMMUNITY PRIMARY SCHOOL

PRESENTATION POLICY

September 2021

To be reviewed Autumn Term 2022

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

Overview

At Cheetwood Community Primary School we teach pupils to write joined up using the cursive style. Pupils are actively encouraged to take pride in their work at all times and present it in a neat, legible manner.

At the start of each year class teachers spend time over a number of sessions discussing expectations of presentation, neat handwriting, and how to set out work.

English

- The date is written in full on the top line, on the left hand side, starting at the margin and underlined with a ruler; there will always be individual pupils especially those with a high level of SEND for which this is not appropriate and in these instances the date may be written in by the adult supporting the pupil, pre-printed and stuck in, stamped or any other suitable supportive method
- The title is written on a new line, it is centred and underlined with a ruler
- The learning objective does not have to be recorded
- When pupils make an error, they are encouraged to use a small cross at the end of the error (as this can provide evidence for the teacher that the pupil has thought about improving writing/spelling) and where appropriate pupils can rub out the error.
- When starting a new paragraph, a blank line is left and the new paragraph is started on the line below, there is no need to indent
- When including speech in their writing pupils start a new line and indent the speech
- Pupils write from the left margin to the end of the line, margins are used for numbers
- Pupils do not rule off the work on the day it is finished, they leave space for the teacher's comments; the next time the pupil goes back to that book, they then rule off the work below the teacher's comment (unless the teacher has yet to mark the work, in which case the pupil leaves a few lines for this purpose before ruling off)
- The next piece of work follows under the ruled line
- Pupils will not deface their books, teachers ensure pride is taken in written work at all times
- Teachers encourage quality not quantity for all

Handwriting

Handwriting is explicitly taught in EYFS and KS1 but then continues throughout the key stages when teaching phonics, GPS, new vocabulary and writing. Handwriting is assessed on a regular basis to ensure that pupils that need a higher level of input are identified. Pencil grips, sitting positions and other motor skills needed for writing is taught where necessary. The joins and letter families are taken from ISHA programme of study and year group expectations are outlined in appendix two of this policy.

- Pupils are taught a pre-cursive script from EYFS – Y2 lesson during phonics, following the ISHA programme of study
- From KS1 pupils are encouraged to join using diagonal and horizontal strokes as part of their usual lessons
- Targeted groups of pupils receive additional support to improve their handwriting where needed

Spelling

- Continual errors are underlined by the teacher and written correctly at the bottom of the work for the pupil to practise several times
- Pupils are encouraged to check work/ proof read to rectify silly errors
- The teacher corrects letter reversal (once is enough on each piece)

All of the above is started at the point which the teacher feels it is appropriate, Y1 onwards.

High standards of presentation are a priority at Cheetwood Primary School. To encourage pupils to strive for this, pens are introduced from Y3 onwards. When deemed appropriate, a pupil is awarded a "Pen Licence" after samples of their writing are favourably judged by the school's official handwriting panel.

See appendix one at the end of this policy which outlines the procedure.

Maths

- All maths work is completed in pencil
- The numerical date is written on the top line, on the left hand side and underlined with a ruler; there will always be individual pupils especially those with a high level of SEND for which this is not appropriate and in these instances the date may be written in by the adult supporting the pupil, pre-printed and stuck in, stamped or any other suitable supportive method.
- The title is written on a new line, it is centred and underlined with a ruler
- The learning objective does not have to be recorded
- Pupils are encouraged to write one digit per square in their maths book; a maximum of two digits per square may be used in upper KS2
- Decimal points are placed on the vertical line between the two digits
- When pupils make an error, they are encouraged to use a small cross at the end of the error (as this can provide evidence for the teacher of the pupil's workings out) and where appropriate pupils can rub out the error.
- Pupils show their working out in their books, not on whiteboards or scrap paper
- Questions are indicated by numbering them
- Pupils do not rule off the work on the day it is finished, they leave space for the teacher's comments; the next time the pupil goes back to that book, they then rule off the work below the teacher's comment (unless the teacher has yet to mark the work, in which case the pupil leaves a few lines for this purpose before ruling off)
- The next piece of work follows under the ruled line
- The teacher corrects number reversal (once is enough on each piece)
- Pupils will not deface their books, teachers ensure pride is taken in maths work at all times

All of the above is started at the point which the teacher feels it is appropriate, Y1 onwards.

General presentation in books

- Pupils use pencil crayons when illustrating work, colouring in diagrams in books
- The guidelines for English will also be followed for other subjects eg topic where written work is also produced
- Teachers encourage a good standard of presentation overall

Labelling books

- Labels are printed for the front of all books; the label will indicate:
 - Child's full name
 - Subject and number of book
 - Year group identifier

Modelling by teachers/teaching assistants

- On whiteboards and interactive whiteboards teachers/TAs model the date as being left aligned and underlined: full date with digital date underneath
- The title of the work is centred and underlined
- Handwriting by teachers/TAs is clear, legible and fluent, this also applies to marking
- Teachers/TAs model the appropriate formation of the different letter families and the joins outlined in the handwriting scheme of work

Marking

- When self marking, pupils use green and orange writing tools in the same way as teachers; to differentiate self marking from other marking, pupils write 'self marked' or SM
- Work in progress and redrafting by pupils is done using pink polishing pens
- When peer marking, pupils use green and orange writing tools in the same way as teachers; to differentiate peer marking from other marking, pupils write 'peer marked by(name)'
- When teachers have marked work and left written feedback, pupils are given time to read and respond to that feedback

In accordance with the Equality Act 2010 and our inclusion ethos, reasonable adjustments are made to avoid less favourable treatment and to enable all pupils to present their work in a manner that is commensurate with their abilities.

APPENDIX ONE

PEN LICENCE PROCEDURE

Aims:

- To improve standards in writing across the school.
- To encourage all pupils to take pride in their written work and to present their work as neatly as possible.
- To celebrate the achievements of pupils and allow them to celebrate these achievements with their families at home.

Process:

1. Pupils (Y3 and above) will show evidence of high standards in handwriting across at least 5 consecutive pieces of work, in a combination of both literacy and topic books.
2. Once a teacher feels pupils have met the required criteria to be awarded a pen licence (see below) the teacher will need to arrange a time for the pupils' work to be submitted to the 'Handwriting Panel' (headteacher, deputy headteacher and literacy leader)
3. If the criteria has been sufficiently met, the panel will judge that the licence can be awarded
4. Once this decision has been made, the headteacher will announce successful pupils' names in the celebration assembly and will then go into the relevant class to award pupils with their certificate, licence and pen (black), provided by school
5. The certificate may be taken home so that the pupils can celebrate their achievement with their family; the pupils will also be given recognition in the newsletter and on a display in school.
6. Pupils will then be allowed to use their pen for any written work (although pencil will still be used for maths work, art work or any other work where a pencil is deemed more appropriate).
7. After a period of time, assuming that the standard of presentation has been maintained, pupils will be allowed to bring their own (appropriate) black pen to use at school.
8. At the start of the school year, if a pupil was awarded a pen licence in the previous year group, teachers will give those pupils the opportunity to settle into their new class and show they are still eligible to continue using a pen.
9. In the rare event that there is evidence pupils have not maintained the standard of presentation, the teacher is at liberty to suspend the licence and the process will begin again

Pen Licence Criteria

To earn a pen licence, evidence of high standards in handwriting across at least 5 consecutive pieces of work, in a combination of both literacy and topic books, shows the following:

- All letters are correctly formed
- All short letters are the same size
- All ascenders and descenders are the correct height/length
- All letters are joined correctly
- Capital letters are bigger than lower case letters
- Spaces between letters are the correct size (not too squashed or stretched)
- Spaces between words are the correct size (not too small or big)
- The date and title are underlined with a ruler
- The work looks neat
- The date is consistently spelled correctly

APPENDIX TWO

Handwriting Guidance Year Group Expectations

<u>Year Group</u>	<u>Term</u>	<u>Coverage</u>	<u>When</u>	<u>End of year expectations</u>
Nursery	<u>Autumn</u>	Squiggle While You Wiggle - gross motor formation. Dough disco - fine motor development	Squiggle/Dough disco timetabled once a week	Some pupils can write letters in their name using correct formation
	<u>Spring</u>	As above plus name writing introduction (use rhymes for formation from read, write inc)	Squiggle once a week Name writing daily Squiggle once a week	
	<u>Summer</u>	For pupils that are ready, focus on correct letter formation of letters in name and intro to phase 2 phonics/letter formation (use LCP planning for sequence of phonics lessons)	Name writing daily. Focus letter formation on children as and when ready	
Reception	<u>On going</u>	Teacher model letter formation (use rhymes for formation from read, write inc) following Letters and sounds sequence (LCP planning)	Daily, during phonics sessions - pupils to use h/writing guide strips where appropriate	Some pupils can form letters correctly and are beginning to show evidence of regular sizing and using ascenders and descenders
	<u>H/write session</u>			
	<u>Autumn 1</u>	Uppercase letters 1. The straight line family	Once a week, 20-30mins sessions, plus additional eg - before lunch letters in the air, on partners back etc	
	<u>Autumn 2</u>	2. The coat hanger family		
<u>Spring 1</u>	3. The Bridge family			

<u>Year Group</u>	<u>Term</u>	<u>Coverage</u>	<u>When</u>	<u>End of year expectations</u>
Reception <i>cont'd</i>	<u>Spring 2</u>	4. The zigzag family		
	<u>Summer 1</u>	5. The smile family 6. The misfits		
	<u>Summer 2</u>	Revisit all (Use Achieving Excellence In Handwriting Programme - T:_CURRICULUM\Literacy\Handwriting)		
<u>Year 1</u>	<u>On going</u>	Teacher model letter formation following Letters and sounds sequence (LCP planning) Encourage pupils to use joins for digraphs/trigraphs/simple HFW (eg it, on we etc.)	Daily, during phonics sessions, pupils to use h/writing guide strips where appropriate	Pupils can form letters correctly and are beginning to show evidence of regular sizing and using ascenders and descenders Some HF/tricky words joined correctly
<u>H/write session</u>	Revisit Uppercase letters 1. The straight line family 2. The coat hanger family	Once a week, 20-30mins sessions, plus additional eg - before lunch letters in the air, on partners back etc. At start of day		
<u>Autumn 1</u>	Revisit 3. The Bridge family 4. The zigzag family 5. The smile family 6. The misfits	At start of writing session 5 mins warm ups (see Achieving Excellence In Handwriting Programme)		
	<u>Autumn 2</u>			

<u>Year Group</u>	<u>Term</u>	<u>Coverage</u>	<u>When</u>	<u>End of year expectations</u>
<u>Year 1</u> <i>cont'd</i>	<u>Spring 1</u> <u>Spring 2</u> <u>Summer 1</u> <u>Summer 2</u>	Lessons on individual letters (<i>see Achieving Excellence In Handwriting Programme</i>) 20 lessons - really focus on sizing For pupils who are ready focus on writing dates (Capital letters/sizing focus) Use of ruler		Some pupils writing date and using ruler during summer term
<u>Year 2</u>	<u>Ongoing</u> <u>Autumn 1</u> <u>Autumn 2</u> <u>Spring 1</u> <u>Spring 2</u> <u>Summer 1</u> <u>Summer 2</u>	Teacher model letter formation following Letters and sounds sequence (<i>LCP planning</i>) Encourage pupils to use joins for digraphs/trigraphs Writing Dates (Capital letters/sizing focus) Revisit lesson on individual letters (<i>see Achieving Excellence In Handwriting Programme</i>) 20 lessons - really focus on sizing Joining letters - 15 lessons (<i>follow suggested lesson on joining letters in Achieving Excellence In Handwriting Programme</i>) Revisit any common errors/tricky joins. Focus on writing sentences/poems. Look at overall layout/presentation	Daily, during phonics sessions, pupils to use h/writing guide strips where appropriate Once a week, 20-30 mins discrete handwriting sessions, plus other opportunities eg - before lunch letters in the air, on partners back etc. At start of day. At start of writing session 5 mins warm ups (<i>see Achieving Excellence In Handwriting</i>)	All pupils beginning to join some letters - showing awareness of sizing/spacing and using ascenders/descenders Some HF/tricky words joined correctly

<u>Year Group</u>	<u>Term</u>	<u>Coverage</u>	<u>When</u>	<u>End of year expectations</u>
Y3	<u>Autumn 1</u> <u>Autumn 2</u> <u>Spring 1</u> <u>Spring 2</u> <u>Summer 1</u> <u>Summer 2</u>	Joining letters - 15 lessons (follow suggested lesson on joining letters in Achieving Excellence In Handwriting Programme) Continue to promote good handwriting through spelling lesson and other opportunities.	Once a week, 20mins discrete handwriting sessions. In Autumn Term. Then teach through spelling lessons plus other opportunities eg -At start of day. At start of writing sessions - 5 mins warm ups (see Achieving Excellence In Handwriting)	
Y4-Y6	<u>Ongoing</u>	Encouragement of high standards of presentation at all times	At start of day/start of writing session (see Achieving Excellence In Handwriting) During spelling lesson Learning half termly spellings	
<u>Additional notes</u>	<ul style="list-style-type: none"> • Some pupils will need personalised programmes in addition to class teaching - eg motor skills/specific intervention, booster groups. • All teachers to give high priority to handwriting and presentation standards during first two weeks of Autumn 1 • Always encourage correct pencil grip and correct posture • If pupils make a mistake they are to use a small x either side to show error. No rubbers in phase 1. Rubbers may be used at the teachers discretion in Phase 2 but if not using rubbers they will follow the x method • Teachers in all cohorts should use the same language when talking about letter formation -(see Achieving Excellence In Handwriting) • Be careful when setting independent handwriting activities that they are not embedding incorrect formation 			

Additional notes
cont'd

- Little and often is the best esp. in Phase 2 - e.g. teacher models correct formation several times, explaining which one they are happiest with and why, pupils have one line of h/write paper and are given 30secs for pupils to do focus letter/join then they choose their best and explain why. Repeat for several joins at the start of lesson then the expectation is that you see examples of these within the writing.
Pencil to be used in cohorts N-Y2. Y3 onwards pupils may use pen after being awarded their pen licence.

National Curriculum:

Year 1

- 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' (ie letters that are formed in similar ways) and to practise these

Year 2

- 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

- 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.]

Year 5 and 6

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

EYES

Early learning goal - Handles equipment and tools effectively, including pencils.