



eastbury
primary
school



Partnership Learning



Presentation Policy

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1. Purpose of the Policy

At Eastbury Primary School, we are committed to high quality teaching and learning to raise the standards for all children.

The purpose of this policy is to set out the expectations for the high quality presentation and the teaching of handwriting skills in terms of the intent, implementation and impact of our approach. All staff should demonstrate this as well as have high expectations of themselves, other adults and the children.

- Intent – the extent to which we ensure good presentation and adherence to the National Curriculum expectations in EYFS, KS1 and KS2.
- Implementation – model how to attain a consistent approach and delivery, establish expectations for teachers and promote continuity and coherence across the school.
- Impact – to show how learners develop detailed knowledge and skills so that the children equipped children to scribe fluently.

2. School Vision and Values

Our vision is that children, staff, parents and governors work together so that every child at the school, whatever their background, can achieve their full academic, social and physical potential.

To achieve this, we are committed to:

- Providing excellent quality teaching and learning, with high expectations that challenge and motivate every child.
- Providing a range of educational experiences through a broad, creative and enjoyable curriculum which is tailored to our local community.
- Developing and safeguarding the wider needs of every child - social, emotional and physical – so that they are ready to be successful and resilient citizens
- Ensuring a good work-life balance and providing first rate professional development to all of our staff to enable them to deliver our vision.
- Developing effective partnerships with parents, governors and the wider community.

Our vision is based on six core values which permeate the life of our school (CRATER):

- Creativity
- Respect
- Aiming high
- Teamwork
- Enjoyment
- Resilience

3. Intent

The National Curriculum for English places high importance on presentation and 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.

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

The National Curriculum programmes of study outline the statutory handwriting outcomes for each year of the curriculum and also provide additional non-statutory guidance (see below).

EYFS	Early Learning Goal (fine motor skills) Children at the expected level of development will: <ul style="list-style-type: none">• hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
Year 1	Pupils should be taught to: <ul style="list-style-type: none">• 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	Pupils should be taught to: <ul style="list-style-type: none">• 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

	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters
Year 3/4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 5/6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ 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

4. Implementation

Presentation across the school

Book covers:

- All books are named with a self-adhesive sticker that also includes school logo, class and year
- Names must be written by:
 - An adult on the labels in black pen, modelling neat and joined handwriting (Reception – Y4).
 - Children who have acceptable handwriting should write their own name in black pen from Y5-Y6.

Teacher modelling:

- Modelled examples of expectations should be evident in the classrooms (on working walls).
- Teachers pink highlighters for praise, success and green next steps (see Marking and Feedback Policy).
- Poor and unacceptable presentation will be challenged and addressed through verbal feedback and if required, written feedback.

Pupil expectations:

- Every piece of work must be dated, include a learning objective (or title) and for specific lessons the success criteria (in line with the teaching and learning policy)
- Children must use ruler to underline headings, draw tables and when labelled diagrams
- All drawing and diagrams need to be done in pencil
- When writing in the maths books, it should be clearly organised as one digit per square
- Pencil/crayons not felt tipped pens to be used in exercise books
- When beginning a new piece of work, pupils must underline the previous piece and begin writing directly under this
- Children will not use erasers in their exercise books
- One single line is used to cross out
- Purple pens are to be used to respond to next steps questions

EYFS

Nelson handwriting lessons offers structured progression. The first units practise motor skills, before moving on to early letter formation. This is taught via whole-class modelling, and child participation in, the letter and pattern formation, and introduces words to copy and trace once the letters have been learned.

Year 1-2

Year 1 and 2 then moves onto Pupil Books, which provide further structured progression. Each unit opens with a Focus in which the main objective of the lesson is clearly stated. This is taught via whole-class modelling, and child participation in, the letter form or join. The Focus is then followed by Extra and Extension activities which increase in difficulty. There is also the opportunity for scaffolded practice for those children who still need the support of tracing over the letters rather than writing onto a separate sheet of paper.

Year 3-6

The structure is similar to Year 1-2, the Focus resource provide consolidation and reinforcement of the basic teaching point. The Extension Resource extend and develop the writing skills linked to the unit teaching points.

During practice sessions, the children from Y1-3 would be expected to use the school's handwriting books. This should be progress to practising in their Reading lesson book (by Y4). Some children who still require the additional structure of handwriting books, may use these. However, the expectation is that practice sessions progress to standard 7mm lined pages.

5. Impact

As children progress through each year, they further develop key skills. Children are taught to have a positive mind-set and show teamwork and resilience. Teachers use assessment for learning and assessment of learning strategies to understand and support the children to achieve their highest potential. Teachers use positive praise and give regular feedback to children on how to improve their subject knowledge, skills and learning habits. From the school monitoring schedule that includes pupil learning weeks, book scrutiny feedback and analysis of data, leaders ensure planning is well differentiated and the curriculum is accessible to all children they teach keeping, as well as ensuring high standards of presentation and acquisition of skills and knowledge.

In line with the school's assessment strategy, National Curriculum handwriting expectations are formally assessed and recorded regularly throughout the year as part of the writing assessments. In addition, the resource and assessment books also contain an assessment section designed to monitor the children's handwriting progress, and cut-out practice cards containing words from the National Curriculum for spelling in England's statutory word lists.

6. Rewards and resources

At Eastbury Primary School, we believe that we children should aim to continually meet our high expectations, whilst also being reward for meeting these. Therefore, the children will have the opportunity to meet the expectations yearly and receive a yearly award. The process are as follows.

Pen licences:

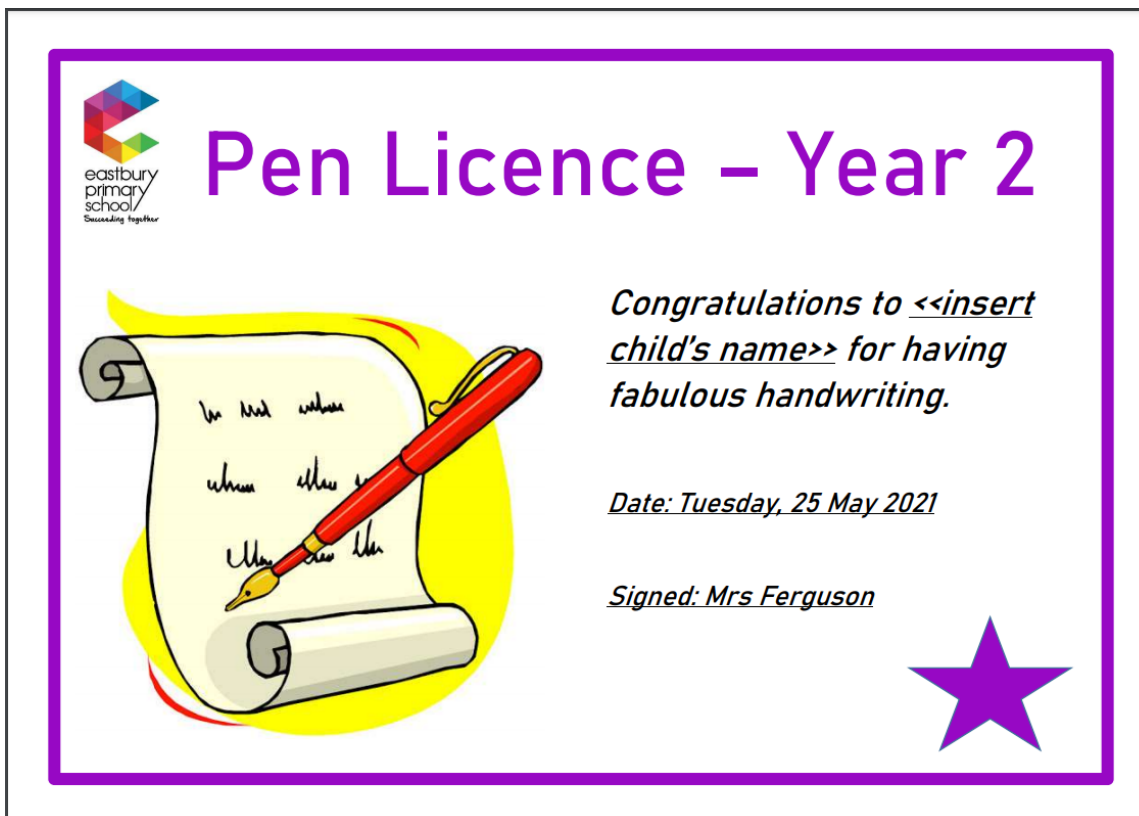
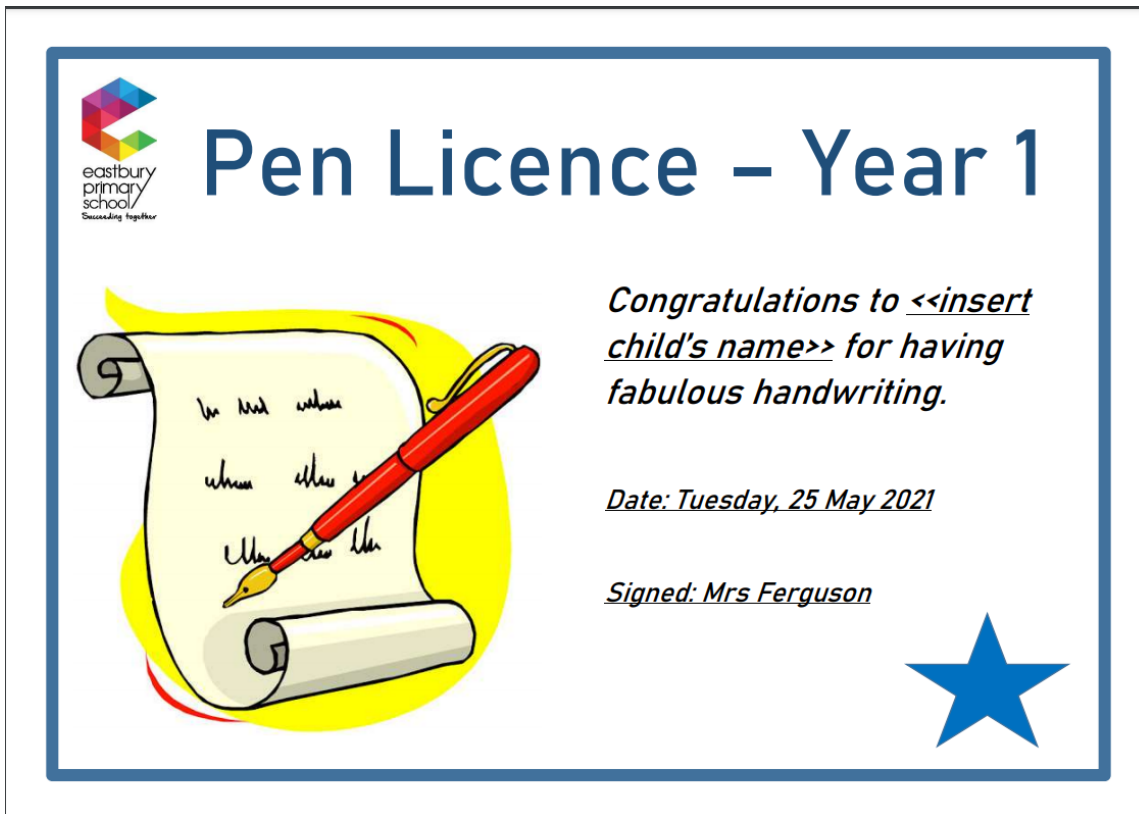
- All children begin the year with a pencil
- When a child has met the year group's expectations for presentation/handwriting (as stated in the National Curriculum) they receive their pen licence
- Teacher to complete "Pen Licence Achievement Form" when child has met this:
- A member of SLT will present the child with the certificate (and their pen) in assembly.

Good practise would be for each classroom to contain:

- Poster "How to earn your pen licence":
<https://eastburyprimaryschool.sharepoint.com/slt/Shared%20Documents/Policy%20Updates/How%20to%20Earn%20Your%20Pen%20Licence%20Display%20Poster.pdf>
- A display of children's work who have received their pen licence.

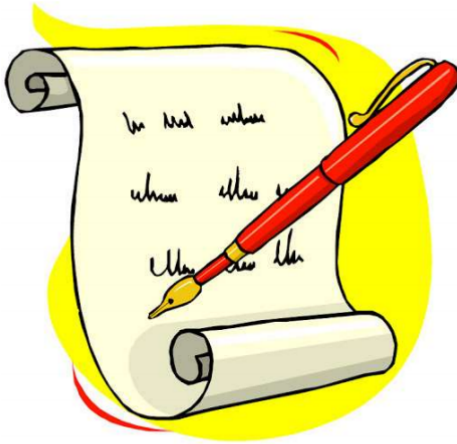
7. Appendix

Certificate examples:





Pen Licence – Year 3



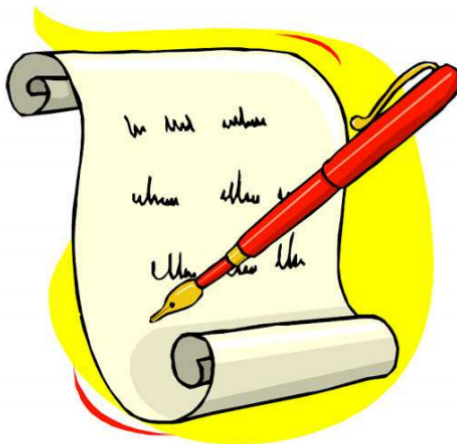
Congratulations to <<insert child's name>> for having fabulous handwriting.

Date: Tuesday, 25 May 2021

Signed: Mrs Ferguson



Pen Licence – Year 4



Congratulations to <<insert child's name>> for having fabulous handwriting.

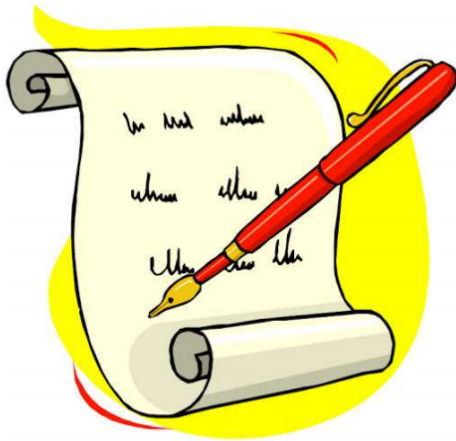
Date: Tuesday, 25 May 2021

Signed: Mrs Ferguson





Pen Licence – Year 5



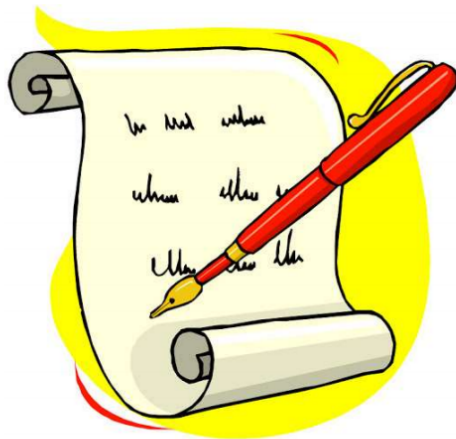
Congratulations to <<insert child's name>> for having fabulous handwriting.

Date: Tuesday, 25 May 2021

Signed: Mrs Ferguson



Pen Licence – Year 6



Congratulations to <<insert child's name>> for having fabulous handwriting.

Date: Tuesday, 25 May 2021

Signed: Mrs Ferguson

