

Goldington Green Academy



Handwriting and Presentation Policy

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

Safeguarding Children

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

This policy is to be read in conjunction with the English and Marking policies.

This policy will be reviewed in October 2019 by the Curriculum Committee.

At Goldington Green, we believe that handwriting is an important communication skill and it is imperative that it can be easily read by others. We endeavour to instil pride in the presentation of work from an early age, whilst being sensitive to the right level of the task being set for individual children.

To ensure that children can eventually acquire an *individual style* which is legible, fluid and fast we ensure that they develop the following skills:

- Good gross and fine motor skills
- A recognition of the pattern
- A language to talk about shapes and movement
- The ability to produce the main handwriting movements involved in the basic letter shapes
- The formation of letters is taught in line with the progression set out in Letters and Sounds

Correct letter formation is introduced from the very beginning of school life. Children are introduced to cursive script and expected to develop a joined-up style as soon as they are ready.

Formal teaching handwriting will occur at least weekly in Key Stage 2 and of daily in Key Stage 1 (reducing as children become competent) and Foundation since brief, systematic regular sessions will allow pupils to progress. All staff follow the Letter-join programme to ensure consistency throughout the school.

Guidance for teachers:





- Handwriting is a movement skill which is best taught by explicit and direct demonstration and practiced frequently.
- All children must have access to resources such as sharp pencils and opportunities to write.
- Children with additional needs must have access to triangular pencils, pencil grips or other specialist resources as provided by the SENCO.
- All children will be taught the importance of correct posture, pencil grip, letter formation and presentation to ensure bad habits do not become engrained.
- All children will be taught the expectation of good presentation and will be expected to maintain good presentation as far as they are able.
- Children will be expected not to doodle on book covers or inside books.
- All staff will model neat, clear and accurately formed handwriting when writing on the board or comments in pupils books.
- Teachers should be mindful when using ICT, of the font used and avoid those such as 'calibri' which use different formations of letters such as 'g'
- Children use blue lined books.

Letter Formation:

Please see appendix II

At Goldington Green we use a cursive script.

All children are working for

	GGA Award	I can read my writing.
	Writers Award	I can write my full name correctly.
	Bronze Award	I can form all my letters correctly and use finger spaces.
	Silver Award	I can join all my letters correctly.

	Gold Award	All of my writing is neat, fluent and joined.
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USE OF RUBBER POLICY STATEMENT

At Goldington Green Academy we encourage our pupils to recognise that making mistakes is part of learning and as such we discourage the use of rubbers across the curriculum.

When a child makes a written mistake in their writing we teach them how to correct it neatly with either the use of a rubber or a single line through the incorrect word or letter.

In mathematics the use of rubbers is forbidden except in exceptional circumstances such as a child on the autistic spectrum and will be at the discretion of the individual teacher using their professional judgement.

Presentation Guidelines

We encourage children to take a pride in their work. We set them clear guidelines for each piece of work so they know what is expected of them.

We ensure they have the appropriate materials necessary for producing the best quality of work. (Good pencils, rulers and appropriate paper for different tasks).

We provide them with a variety of audiences so that they are encouraged to present good work at all times (e.g. other classes, parents, community, notice boards, display)

We encourage children to look after their work and keep their work clean.

It is very important to ensure consistency towards presentation of work across the school.

Staff should focus on the following guidelines to ensure this consistency, taking into account age and ability of children where necessary.

English – FS and KS1

Children will write in pencil until they demonstrate sufficient ability to write fluently and legibly, at which point they can use a handwriting pen as supplied by the school. In Year 1 children are not expected to write the WALT, however work will be dated. In Year 2 work should have a date and WALT. Children should be encouraged to write the date and WA:TS themselves, though where necessary teachers may do this or use other methods such as date stamps or sticky labels with titles printed on. Children should be encouraged to write from the left hand edge of the page, or margin, though EYFS does allow for more freedom when first exploring letter shapes and formation.

English – KS2

Children will write in pencil until they demonstrate sufficient ability to write fluently and legibly, at which point they can use a handwriting pen as supplied by the school. Children should be encouraged to write the date and LI themselves, though where necessary teachers may do this or use other methods such as date stamps or sticky labels with titles printed on. All work should have the date and a LI. Children should write from the left hand margin.

In all Key Stages a line should be left between the date and title and then another line left between the title and the first line of work. A mistake should be crossed out with one line through it and not deleted with an eraser pen or similar.

Mathematics – FS, KS1 and KS2

Pencil should always be used for Mathematics work.
Guidelines for presentation of date, title etc. are as for English.

Other Subjects

The guidelines for English also take into account other subjects where written work is also produced. Diagrams should be drawn in pencil with labels in either pencil or pen depending on age.

Titles

All titles on children's work to be clearly linked to learning intentions for the lesson.
e.g. To retell a familiar story.
To count to 20.

Titles and dates on work to be underlined in KS2. Year 2 will work towards this in the Summer Term.

***NB Pencils only to be used for underlining or ruling off finished work.**

Worksheets

Worksheets to be clearly dated and titled then inserted neatly into relevant books. A4 sheets to be cut down to fit in A4 books without overlap. Worksheets to be folded only in A5 books.

(see appendix 2)

Equal Opportunities

Children will be allowed to pick up the writing implement with which ever hand they prefer. They will then be taught the correct pencil hold. Staff are vigilant and sensitive in their approach to teaching left handed children, those with special educational needs and those whose home language has different print systems from the left to right, top to bottom of English script. Additional help will be provided to those children who find acquiring handwriting skills difficult.

Level Descriptors:

Level 1: Letters are usually clearly shaped and correctly orientated

Level 2: Letters are accurately formed and consistent in size

Level 3: Handwriting is joined and legible

Level 4: Handwriting style is fluent, joined and legible

Level 5: Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

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Mariangela Russo
October 2015

Appendix I Presentation of Work Guidelines

Year group	Written work	Numeracy work	Correction
Foundation	Plain paper Plain/Wide lined paper	Plain paper	Clean rubber by practitioner
Year 1	Lined paper	Squared paper (10mm)/plain paper, Dated by children.	Use of clean rubber supervised by teacher
Year 2	Lined paper. Dated by children, WALT. Line guides used with plain paper where appropriate.	Squared paper (10mm)/plain paper, Dated by children, WALT.	Use of clean rubber supervised by teacher
KS2	All work will have a LI and date. Lined paper. If using plain paper, line guides to be used if appropriate. Mistakes in pencil will be corrected by using a clean rubber under the discretion of the teacher. Mistakes in pen will be corrected by a single solid line	All work will have LI and date. Squared paper. Clean rubber for mistakes. Work evenly spaced and numbered. Pencil only to be used in Numeracy work.	Clean rubber.

Appendix II
Letter formation

a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H

I J K L M N O P Q R

S T U V W X Y Z