

# Bledington Primary School

## Handwriting & Presentation Policy

To be read and used alongside the Marking Policy the Presentation Non-negotiables and our Assessment Policy.

All of our policies can be found at

<https://www.bledington.gloucs.sch.uk/policies/>

<b>Date of Ratification:</b>  12.10.17 08.03.21 18.01.24	<i>Updated 20.01.21</i> <i>Updated 07.11.23</i>	<b>Signed:</b> <b>HEADTEACHER</b>    <b>CHAIR OF GOVERNORS</b>  <i>K Dainty</i>
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### Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **Presentation Policy**

### **Policy Statement**

At Bledington Primary School we believe it is important to instil a sense of pride in our pupils, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to work towards self-improvement and reach their potential in standards of achievement.

We also believe that all children's work should be marked to inform children of their achievements as well as providing them with targets to facilitate their future progress.

#### **We aim to;**

- Always make children aware of the learning aspect of each piece of work, ensuring that marking comments and feedback relate to this focus, which will be derived from the key objectives of the lesson.
- Set high standards of expectation from the children in the presentation of their work.
- Instil in children a sense of pride in their work by making explicit, acceptable standards of presentation in their work.
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work.
- Offer children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and reach their full potential.
- Provide children with constructive written feedback through the marking.
- Set individual targets in relation to each child's ability.
- Embed the principles of Assessment for Learning throughout the curriculum.
- Use the agreed handwriting scheme, Letter-Join.

In order to have progression and continuity in the presentation of work it is essential there is a mutually developed policy. Therefore the following guidelines have been compiled in order to support our pupils in the presentation of their work at our school.

#### **General guidelines:**

##### **EYFS & KS1**

- During their reception year the children will be taught to write their full names on their work, with increasing independence by the end of the year. The teacher will write the date and title.
- During Y1 children will be taught to put the date and title on their work, initially using pre-drawn lines, progressing onto independently using line guides.
- During Y2 children will be taught to place the date and title and underline work.
- The learning objective should be clearly stuck or written on each piece of work.
- Corrections or edits will be completed near or in place of the incorrection or original work (guided by the teacher).
- Pupils should start a new piece of work two lines after their last piece of work, unless they are already near the bottom of the page, in which case they should start a new page.

## **KS2**

- All work is dated and titled with the learning objective clearly written.
- Date and title should be underlined in pencil, with a straight line using a ruler.
- Photocopied sheets are trimmed before being stuck neatly into books.
- An incorrect word has a small cross put after it.
- Edited or incorrect work should have a straight line drawn through it and improvements or corrections placed next to or near it.
- Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents.
- All work [except for work in books] should have the child's first name and surname initial (if required).
- Children are not allowed to doodle on their book covers or names and subject labels.
- In Year 5 & 6, children should begin writing in pen when they have developed a neat, cursive and fluent style of handwriting subject to teacher discretion.

### **Names including labels**

In all year groups the child's first name and surname initial (if required):

- will be written or printed on labels on workbooks by teaching staff.
- will be written on worksheets or whiteboards by pupils.

### **Rulers**

- Reception children don't use rulers for presentation.
- Y1 children are encouraged to start to underline dates and titles neatly, when appropriate.
- Y2 children are expected to underline all dates and titles neatly.
- Rulers are used by KS2 children to underline their titles, dates, work and draw margins, where applicable.

### **Pencils and Pens**

- Sharp pencils are to be used for all written work in all year groups to develop a neat, well formed, cursive and fluent style as determined by the handwriting scheme, Letter-Join.
- In Year 5 & 6, children should progress to using a pen at the discretion of the class teacher.

### **Rubbers**

- Reception children are not allowed to use rubbers, without support/supervision.
- KS1 and KS2 children can use rubbers with supervision or at the teacher's discretion.
- Children are not to use correcting fluid (E.g. tippex) or eraser pens to correct their work.

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## **Maths:**

### **EYFS & KS1**

- The learning objective should be clearly printed or written on each task.
- In Reception, activities are primarily practical. Pupils record work / jottings on white boards & worksheets. When work is recorded, teacher should write the date whilst pupils attempt to write their names. By summer term, most pupils should be writing their own names and numbers independently.
- Year 1 and 2 children write the short date at the top of their work.
- If children are using cm squared paper – one numeral to be put in each square
- In Year 2, photocopied sheets are to be trimmed and stuck neatly in books.
- Corrections are to be written next to or in-place of the incorrect answer (directed by a teacher).

### **KS2**

- The date to be written in the short form and the learning objectives evident on each activity.
- Where appropriate, the use of a margin of two complete squares to be drawn on the left-hand side or the page will be folded neatly down the centre of the page.
- The section, page number or question should be written at the top of the page if appropriate.
- One numeral in each square.
- Corrections should be written next to or near the incorrect answer.
- Before a new piece of maths, the children should rule off the last piece of work.

## **Early Years**

A high emphasis is placed on securing basic skills in Early Years. Assessment is primarily via oral feedback. Stickers / merits are awarded for good work. Written comments are primarily for the benefit of external agencies / teacher assessment. Children may be awarded a certificate for effort or a Headteacher award.

Marking should draw attention to incorrect letter and number formations or spelling, linked to the phonics stage the children have reached. Written comments should praise good work and identify targets. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.

## **Guidelines for the marking of children's work.**

All of the work that the children produce must be marked in a consistent way throughout the school so that children are very clear about our expectations of them. Teachers will use the codes on the marking policy and children will be made aware of the meaning. Marking should be short, sharp and to the point so that it is helpful to the children. There is no requirement for all pieces of work to be marked in depth but there must be evidence of at least good progress in the books. There may also be times where peer or self-marking may be appropriate. All assessment must impact on planning and marking to have impact on children's progress.