



Policy for Handwriting and Presentation for the Collaboration of Bolton by Bowland and Grindleton Church of England Primary Schools

Written as a collaborative document with the staff of the School
Agreed with Governors in October 2017
Updated March 2020

The following policy, like all others adopted in school, are routed in our Christian Vision.

Bolton by Bowland	Grindleton
<p>As a unique village school, inspired by our Christian love, we strive to nurture our family to 'belong, believe and blossom'. We will open our hearts to God's wonderful, diverse creation cherishing everyone as a child of God. Through Jesus' example, we will instil resilience and confidence for tomorrow.</p>	<p>As a unique village school, inspired by our Christian love, we strive to nurture our family to 'grow and shine in God's glory'. We will open our hearts to God's wonderful, diverse creation cherishing everyone as a child of God. Through Jesus' example, we will instil resilience and confidence for tomorrow.</p>
<p>'Know that the Lord is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.' Psalm 100:3</p>	<p>'In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.' Matthew 5 v16</p>

Aims

To establish high expectations and pride in everything we do - both of ourselves and of the children.

To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.



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For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

*Remember - you are the most important role model for presentation and high expectations!
Use the resources available to you e.g. on the IWB - lines, grids to model good practice.*

- All handwriting which is on display for the children - on the interactive whiteboard, books, flip charts, display - should be joined, legible, consistently formed and neat.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- Make sure that children clear work surfaces and the floor before leaving the room to reduce waste of resources.
- If a child is away please ensure that their book is marked with 'absent' and write the date.

Expectations for Children

Use of pencils and pens

- Pencils should be used in all Maths books and in draft work if appropriate.
- Margins in books and on paper should be drawn in pencil if required.
- Pens should be used for written work from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.

- Pens must be fibre tip. No ballpoint, biro or felt pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

Expectations for Handwriting

- The XXCW. Twinkl and Comic Sans fonts are the preferred style for all presentations, worksheets and handouts.
- Use the right size letters when you need to - capital letters at the start of sentences and for proper nouns.
- Handwriting is a non-negotiable and should be taught for 15 minutes per week and as an integral part of spelling and phonics lessons.

Expectations for Layout

- The date is written at the top on the left; the Learning Objective on the next line in the centre if appropriate.
- The date and Learning Objective must be underlined using a ruler.
- At the start of a new piece of work, a new page must be started
- Miss a line under the LO and start at the margin.
- Leave one line between each paragraph.



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- If you make a mistake, draw one neat line through the mistake in pencil and start again – do not over-write.
- Write ON THE LINE. Do not write in the margin.

Layout in Mathematics

- The previous piece of work should be ruled off and a new page will be started for a new piece of work.
- The short date and the LO should be underlined.
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number underlined or circled to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- For solving word problems the actual sum should be set out. The answer should be written in a sentence where it clarifies a complex problem or where the focus is on maths vocabulary. Please see the 'Written Calculations Policy' for further guidance.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations involving decimals should see the point written in the centre of the square between the squares used for the units and tenths digits.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.
- Equations which involve decomposition should see the digit remaining after exchange being written in the top left hand corner where the original digit appeared. This should also be smaller than usual.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils etc.
- Each room has dry wipe boards available for all the children with squares and without.
- Children and staff should check the floor and other surfaces before leaving the room e.g. at break time for spare equipment.

Outcomes of Presentation Policy

Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.

There is consistency across the school in terms of the standard of presentation expected. Progression in presenting work between each class is evident and understood by all children and adults.

Monitoring of Presentation Policy

The Senior Leadership Team and subject leaders will collect examples of children's work on a half termly basis to ensure that the policy is being implemented consistently.

This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.



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Policy to be reviewed annually

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