



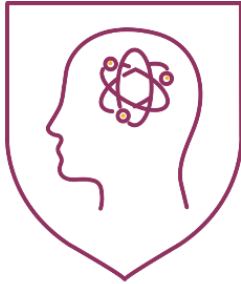
FS & Primary Handwriting and Presentation Policy

2023-2024

Date last reviewed | June 2023

Review period | Annually

Lead Reviewer(s) | Primary Assistant Principal & Primary Vice Principal



The Science of
Learning



Social
Enterprise



Student Agency and
Innovation

“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”

Vision:

At GEMS Wellington Academy - Al Khail, we are committed to providing a high-quality education that is grounded in the latest research on the **Science of Learning**. We believe that good handwriting and presentation skills are an essential part of a student's academic success, and that these skills are closely linked to the other pillars of our school's vision: **Social Enterprise** and **Student Agency**.

- Our Social Enterprise pillar is about instilling students with the values of responsibility, teamwork and collaboration. This pillar also imparts a sense of purpose and commitment to make a positive impact in the world. Good handwriting and presentation skills are essential for effective communication and collaboration, both within and outside the classroom.
- Our Student Agency pillar is about empowering students to take ownership of their own learning, and to develop the skills and confidence they need to succeed in life. Good handwriting and presentation skills are essential for students to express themselves effectively and to take pride in their work.

We value the social and moral development of each person, as well as their intellectual and physical growth, which is all underpinned by our three pillars that we hold central to our school. This policy outlines the expectations and guidelines for handwriting and presentation at GEMS Wellington Academy - Al Khail and provides students with the tools and guidance they need to achieve these high standards.

Purpose:

At GEMS Wellington Academy - Al Khail, we take pride in our students' work and strive to maintain high



standards in all aspects of their academic performance. The purpose of this policy is to ensure consistently high standards of presentation of children's work and learning across the whole school, which all children and staff recognise, understand and follow.

This policy outlines the expectations and guidelines for handwriting and presentation in students work:

Handwriting (*Nelson Scheme*):

- Students are expected to form letters correctly, using correct size and spacing
- Students should use a writing instrument that is comfortable for them, whether it be a pencil or pen
- Students should practice writing legibly and in a consistent manner

Presentation:

- Students are expected to keep their work organised and neat
- Students should make sure their work is aligned on the page (e.g. Lines - English / Grids - Maths)
- Students should use clear headings and titles for their work, including the date
- Students should use appropriate illustrations and diagrams to support their work

It is important to note that the above expectations will be reinforced throughout the school year and students will be given regular feedback on their handwriting and presentation skills. Students will also be given ample opportunities to revise and improve their work. We recognise that students may have different abilities and needs when it comes to handwriting and presentation., therefore accommodations will be made, as necessary, to support students in meeting these expectations.

We believe that good handwriting and presentation are essential skills that will serve our students well throughout their lives. By promoting these skills at GEMS Wellington Academy - Al Khail, we aim to help our students become confident and successful learners.

Aims

This policy is set out to inform staff of the expectations and support them with the consistent approach across The Academy to:

- Set high standards of expectation for the children in the presentation of their work in a caring and supportive manner
- Instil in the children a sense of pride in their work by making explicit the standards expected 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
- Guide all children to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letter and words automatically in independent writing.

Application

These expectations are intended to apply to the vast majority of children in our school. Occasionally a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress e.g *a Student of Determination who has a need in this particular area.*

This policy is closely linked to our *Curriculum, Teaching and Learning and Marking, Assessment, Recording*



& Reporting Policy. The skills and expectations outlined in this policy are integrated into the curriculum and instruction in all subjects and are regularly assessed and evaluated as part of the ongoing process of monitoring and improving student learning.

Our teachers are trained and supported to implement the *Nelson Handwriting* scheme and use it as a tool to support the students with the development of their handwriting and presentation skills in an age-appropriate manner. Additionally, teachers use the skills and expectations outlined in this policy when giving feedback and assessing student work, and when providing opportunities for students to revise and improve their work. By linking this policy to our *Curriculum, Teaching and Learning, and Marking Policy*, we aim to ensure that our students receive a holistic and coherent education that prepares them for success in the 21st century.

Presentation

All staff will ensure that presentation of work is actively taught. It should be a main focus at the start of each academic year and then referred to throughout the year. Teachers should take the time to make the expectations explicit for all children on the first day and continue this every day moving forward into the school year.

- All adults will promote high expectations for presentation and will consistently model using the *Nelson Handwriting* font and demonstrate high expectations for their own presentation in all written work, displays, marking and resources they produce.
- Teaching assistants, learning support assistants and specialists staff working with children are responsible for encouraging children to take pride in their work and enforcing the policy.
- Where possible, all staff should ensure that excellence in presentation is celebrated through:
 - Displaying work with a high standard of presentation
 - Celebrating work with a high standard of presentation in whole class situations
 - Ensure good presentation is rewarded in line with the school behaviour policy, using the correct terminology
 - Sharing and celebrating high standards of presented work in assemblies
- As an Eco School, teachers will use worksheets sparingly to promote and support our high expectations for presentation and to uphold our commitment to reducing paper wastage (The Year of Sustainability 2023). Any photocopied resources will be trimmed neatly and symmetrically before being stuck neatly in books
- From FS1 to Year 6 all teachers will explicitly teach children how to set out and present their work in each subject
- Children will be expected to repeat poor-quality work and complete incomplete work (where appropriate) in their own time
- Children will be taught that different styles of presentation are appropriate for different pieces of work and different circumstances. However, students are expected to:

Foundation Stage 1 & 2 (ages 3-5):

- We encourage children to take a pride in their work, however we do acknowledge that how work is presented will depend on the purpose and the audience
- The children will write in pencil in their Literacy book
- In FS2, the children will be shown how to use a purple pen to edit their work
- Erasers will only be used when necessary and by an adult or at the teacher's discretion
- Children are encouraged to write from the left-hand edge of the page, or margin, though initially in FS more freedom is allowed for exploring letter shapes and formation



- Children will look after their Literacy book and will take pride in the work produced in this this – they will not draw or doodle in this

Key Stage 1 (Years 1 & 2, ages 5-7):

- Look after their exercise books and not draw or doodle on or in them
- Think about and plan their work so it looks attractive and well presented
- Always use a ruler to draw straight lines, tables and/or graphs
- All drawings and diagram should be in pencil
- No felt-tips, highlighters or gel pens are to be used in exercise books, only colouring pencils
- Ensure the date and LI is stuck in neatly in the top left-hand corner of the book, against the margin (T3 children will begin to write the LI in their books)
- Use a pencil or pen to cross out a mistake and to make alterations in the moment using one single line
- A **Purple pen** is used by all children for editing reasons only and responding to feedback
- Erasers should only be used when necessary and by an adult or at the teacher's discretion
- Tippex or other correction pens are not permitted

Lower Key Stage 2 (Years 3 & 4, ages 7-9):

- Look after their exercise books and not draw or doodle on or in them
- Think about and plan their work so it looks attractive and well presented
- Always use a ruler to draw straight lines, tables and/or graphs
- All drawings and diagram should be in pencil
- No felt-tips, highlighters or gel pens are to be used in exercise books, only colouring pencils
- Ensure the Date and LI is neatly written, spelt and punctuated correctly and against the left-hand side of the book against the margin
- Use a pencil or pen to cross out a mistake and to make alterations in the moment using one single line
- Y4 – Pen License available from T3, at the discretion of the Head of English and/or Head of Year
- A **Purple pen** is used by all children for editing reasons only and responding to feedback
- Erasers should only be used when necessary and by an adult or at the teacher's discretion
- Tippex or other correct pens are not permitted

Upper Key Stage 2 (Years 5 & 6, ages 9-11):

- Look after their exercise books and not draw or doodle on or in them – no writing on covers or on the inside covers of books
- Think about and plan their work so it looks attractive and well presented
- Always use a ruler to draw straight lines, tables and/or graphs
- All drawings and diagram should be in pencil
- No felt-tips, highlighters or gel pens are to be used in exercise books, only colouring pencils
- Ensure the Date and LI is neatly written, spelt and punctuated correctly and against the left-hand side of the book against the margin
- Use a pencil or pen to cross out a mistake and to make alterations in the moment using one single line
- Y5 – Pen Licence available from T1, at the discretion of the Head of English and/or Head of Year
- Y6 – Children who were awarded a pen license in Y4 and/or Y5 will continue to write in pen provided the handwriting they are using is up to the high standard where letters are joined and



consistently sized. Pen licences are only available at the discretion of Head of Year and/or English Lead

discretion of Head of

- A **Purple pen is** used by all children for editing reasons only and responding to feedback
- Erasers should only be used when necessary and by an adult or at the teacher's discretion
- Tippex or other correct pens are not permitted

Handwriting

Foundation Stage 1 & 2 (ages 3-5):

- In the Foundation stage children will be involved in a variety of activities to develop their gross and fine motor control which link to pencil control, including 'WEK Dance'
- The correct pencil grip will be taught; children will be offered a variety of tools such as large triangular pencils, before they progress onto smaller pencils, if this is required
- Children will learn how to form the letter shapes as they learn the letter sounds in phonic work Children are taught how to form lower case letters in the correct direction, starting and finishing in the right place, including position on the line
- Emphasis will be placed on proper spacing and alignment, and students will be given regular feedback and opportunities to improve

Key Stage 1 (Years 1 & 2, ages 5-7):

- Students will continue to develop their writing skills using the *Nelson Handwriting* scheme, including forming letters and words correctly and using appropriate size and spacing
- Students assume the correct sitting position with both feet on the floor, holding their pencil correctly and ensuring their page is at the correct angle. They will hold the page steady with their non-writing hand
- Students will be taught to write on the lines or in grids (Maths) and align their work on the page
- Students will be encouraged to use illustrations and diagrams to support their work, and to make use of clear headings and titles
- Feedback and opportunities to improve will continue to be provided
- Teachers ensure that children who are left-handed and right-handed sit on the correct sides of each other

Lower Key Stage 2 (Years 3 & 4, ages 7-9):

- Students will further develop their writing skills using the *Nelson Handwriting* scheme, with an emphasis on legibility and consistency
- Students assume the correct sitting position with both feet on the floor, holding their pencil correctly and ensuring their page is at the correct angle. They will hold the page steady with their non-writing hand
- Students will be taught to use paragraphs and organise their work in a clear and logical manner
- Students will be expected to use appropriate illustrations and diagrams to support their work, and to use clear headings and titles
- Feedback and opportunities to improve will continue to be provided, with a greater focus on self-reflection and self-correction



- Teachers ensure that children who are left-handed and right-handed sit on the correct sides of each other

Upper Key Stage 2 (Years 5 & 6, ages 9-11):

- Students will be expected to write legibly and in a consistent manner using the *Nelson Handwriting* scheme, with a focus on size and spacing
- Students assume the correct sitting position with both feet on the floor, holding their pencil correctly and ensuring their page is at the correct angle. They will hold the page steady with their non-writing hand
- Students will be expected to use paragraphs, clear headings and titles, and appropriate illustrations and diagrams to support their work
- Students will be taught to edit and proofread their work for accuracy, and to use appropriate formatting and layout
- Feedback and opportunities to improve will continue to be provided, with a greater focus on self-reflection and self-correction
- Teachers ensure that children who are left-handed and right-handed sit on the correct sides of each other
- If children meet the above expectations in Years 5 and 6, then they will be awarded a pen licence: 'Licence to Quill'; this is at the discretion of the Head of English and Head of Year. They will be given a blue handwriting pen which they will use in all lessons, except Mathematics.

Teacher's Handwriting:

- This should be consistent with the *Nelson* scheme and followed as closely as possible. This is non-negotiable when writing in children's books or on the whiteboard/flipchart paper for working walls.

Labelling and care of exercise books:

Book Covers:

- Exercise books will be labelled with a printed label, not the child's or teacher's handwriting.

For example:

Philip Waterworth
MSCS and Projects 4 Change
Mr. Flynn
6H





- Labels will be stuck on straight and will cover any printed lines at the top right-hand corner of the front of the book. The spelling of children's names should be written in full and checked very carefully.
- Covers of books should remain clean. They should never be written or drawn on.

Book Storage & Use:

- To avoid books getting dirty, exercise books that have a glossy cover will be purchased so books can be wiped clean when a teacher deems it is necessary to do so.
- Books should not be kept on worktables, unless stored in an appropriately sized storage file. They need to be stored neatly, but visibly in the classroom – following all Health & Safety guidelines.
- Children should not fold their books to write. Teachers must ensure children have enough space at their tables. It also important to consider the possibility of left-handed writers being sat next to right-handed writers and seat children accordingly.
- Children must organise their work so as not to miss out pages. If the piece of work used is less than half the page, they should rule off under the work and start the next piece of work on the next line down. If nearly all the page has been used, they should then start on the next page. Children should use the top line of the page but not write in the space above the top line or below the bottom one.
- Only when an exercise book has been filled should a child receive a new book. Teachers should notice a child is coming to the end of their book when they are marking and have a new one labelled and ready to go. Spare exercise books are kept in the storeroom or with the Head of Year.

Roles and Responsibilities

Leadership Team:

- The leadership team is responsible for ensuring that this policy is understood and implemented by all staff members.
- They will monitor the implementation of this policy and ensure that it is aligned with the school's overall *Curriculum, Teaching and Learning, and Marking Policy*.
- They will provide training and professional development opportunities for staff members on the implementation of the *Nelson Handwriting* scheme and the expectations outlined in this policy.
- They will evaluate and review the policy on a regular basis to ensure it remains relevant and effective.

Teachers:

- Teachers are responsible for implementing this policy in their classrooms and for providing instruction and opportunities for students to develop their handwriting and presentation skills.
- They will use the *Nelson Handwriting* scheme as a framework for instruction and will provide regular feedback and opportunities for students to improve their work.
- They will use the skills and expectations outlined in this policy when giving feedback and assessing student work, and when providing opportunities for students to revise and improve their work.
- They will report any concerns or issues related to this policy to the leadership team.



Teaching Assistants and Learning Support Assistants:

- Class teaching assistants or learning support assistants play an important role in supporting the implementation of this policy by working closely with the classroom teacher.
- They will provide additional support to individual students or small groups of students to help them develop their handwriting and presentation skills.
- They will assist the classroom teacher in the implementation of the *Nelson Handwriting* scheme and will provide feedback and guidance to students as needed.
- They will assist the classroom teacher in providing opportunities for students to revise and improve their work.
- They will report any concerns or issues related to this policy to the classroom teacher or to the leadership team.
- It is important to note that class teaching assistants or learning support assistants are an invaluable resource in helping to ensure that the high standards and expectations of presentation at school are met. They can provide additional support to students who may be struggling with handwriting and presentation skills and work closely with the classroom teacher to ensure that all students are able to meet the expectations outlined in this policy.

All Staff:

- All staff members are responsible for understanding and adhering to this policy, and for modeling the expectations outlined in this policy to students.
- They will provide support and guidance to students as needed to help them develop their handwriting and presentation skills.
- They will report any concerns or issues related to this policy to the leadership team or to their immediate supervisor.
- It is important to note that all members of staff should work collaboratively to ensure that this policy is implemented effectively and that the high standards and expectations of presentation at school are met. Additionally, it is important to regularly review the policy and make changes as necessary to ensure that it remains relevant and effective in supporting student learning.

Arrangements for monitoring and evaluation

The Primary Vice and Assistant Principal, along with the Primary Leadership Team will have responsibility for monitoring and reviewing this policy every year. This will be done in line with GEMS policies, DSIB Inspection Framework and this policy.

Date for review: September 2023