

Handwriting Policy

Vision: Grow - Flourish - Succeed

Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.

1. Introduction

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

2. Purpose of policy

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public and parents' understanding of the curriculum.

In addition, this policy is linked to our Literacy & Reading policies.

3. Aims and objectives

For teachers to:

- To raise standards in writing across the school;
- To have a consistent approach across the Foundation Stage, Key Stage One and Two when teaching handwriting and presentation of work throughout the school;
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources

For pupils to:

- Achieve a neat, legible style with correctly formed letters in joined handwriting;
- Develop flow and speed, so that eventually they are able to produce the letters automatically in their independent writing;
- Increase their stamina for sustained writing through fluent handwriting;
- Improve their recognition of spelling patterns through joined handwriting

4. Learning and teaching style

a. Effective learning

- The whole school approach begins in FS1 where children will use a variety of materials to engage in mark making, e.g. crayons.
- Displays both written and computer generated need to model the diagonal and horizontal strokes needed to join letters. Students should learn and understand which letters, when adjacent to another one, are best left unjoined.
- In FS2, pupils will use pens and pencils as they continue to develop their fine motor skills.
- By Years 5 and 6, pupils who demonstrate consistently neat, legible and fluent handwriting will obtain a pen licence, whereby they will move to using an ink pen (with the exception of Mathematics – see below).
- Before starting to write there should be a focus on posture: two feet on the floor, the back to the chair, elbows down, etc. Left handed people should be seated at the end of the table so there is adequate room to write.
- Pupils must use a sharp HB pencil and learn to hold the pencil/pen correctly between the index finger, middle finger and thumb.
- With the use of handwriting books, pupils will be expected to note letter spacing, correct letter formation and that ascenders and descenders are at the correct height. They will use handwriting books with lined paper to support them, e.g. the height between the red and blue lines for the formation of letters.
- Pupils will also practise handwriting patterns to ensure the correct letter formations and joins and to develop fluency.
- It is important that in the Early Years and at Key Stage 1 children are observed closely during lessons to ensure that letter formation is correct.

b. Effective teaching

- Teachers from Years 1 – Year 6 will use Nelson Handwriting to support the planning and delivery of handwriting sessions. Thus meeting the aims of the NCfE. Teachers should use the guidance from the Teacher's Book to guide teaching approaches.
- Teachers in the first instance should model this style of writing in all writing across the school, including handwritten displays, labels and in marking.
- In handwriting lessons, teachers will first let the pupils warm up, e.g. hand warm up exercises, then model the letter formations. This may initially be done through gross motor movements (e.g. exaggerating the direction or where ascenders and descenders occur). This is before the pupils put pen to whiteboard or pencil/pen to paper.
- Pupil success in handwriting will be celebrated in lessons.
- The font XCCW Joined 1C should be used in all teacher created resources to model the joins as per Nelson Handwriting.

5. English curriculum planning (handwriting)

We seek to fulfil the requirements of the National Curriculum 2014 and EYFS Curriculum. Planning is based on objectives taken from these, which ensures a progressive structure. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress.

- Handwriting will be taught as part of the English curriculum and will be included explicitly in the weekly planning schedule.
- In the Foundation Stage, this will be taught through Floppy's Phonics.
- In the Foundation Stage, pupils will be taught how to form letters, in conjunction with their phonics input.
- Pupils should also be encouraged to explore handwriting formations using different mediums particularly in the Early Years e.g. writing in sand, with gel pads, with foam, etc.

7. The contribution of handwriting to teaching in other curriculum areas

a. English

- Handwriting is seen as an integral part of the English curriculum (see above).

b. Mathematics

- Pupils will always write in pencil (even if they have a pen license)
- They will be taught how to form numerals correctly: 1,2,3,4,5,6,7,8,9,10

c. Information and communication technology (ICT)

- Teachers will use ICT as an integral part of the teaching of handwriting, using demonstration video clips through My Learning, modelling the correct formation and spacing on the Clevertouch boards.

8. Inclusion including reference to SENDo, EAL, G&T

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SENDo co-ordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.
- Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher.
- Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

9. Equal opportunities

GFS recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. GFS will take positive steps, through its governing body, managers and other employees, to create a school culture in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

10. Parental involvement

The Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality. All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

- The font 'NT Precursive fk' should be used to model the handwriting in teacher created resources.

11. Assessment and recording

Teachers will observe good handwriting practice as part of pupils' continuous assessment (and especially in English). Pupils will also be encouraged to self and peer-assess, e.g. celebrating success within lessons, etc. If pupils are struggling beyond normal class teaching, then the teacher should follow the school's Inclusion Policy for referral for targeted support from the Inclusion Team.

Pupils in Key Stage 2 will work towards having a 'Pen Licence' where they demonstrate consistently the correct use of joined handwriting across the curriculum. At this stage, they will start to be able to use pen instead of pencil in their written work (with the exception of mathematics – see above).

Handwriting and presentation should be reported on in the annual report statement to parents as part of the English commentary.

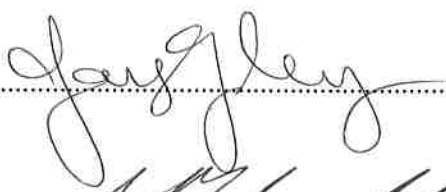
12. Roles and responsibilities

- **Local Advisory Board/GEMS** - Will support the school with implementation of the Handwriting Policy.
- **Senior Leadership Team** - Will be responsible for the overall implementation of the Handwriting Policy across the school.
- **Extended Leadership Team** - Head of Languages and Cultural awareness will be responsible for overall monitoring of handwriting across the school and will report on this to the Leadership Team.
- **Teachers** - have a duty to teach handwriting explicitly during English curriculum time but should also support pupils across the curriculum in implementing high standards for good handwriting and presentation

13. Monitoring and review

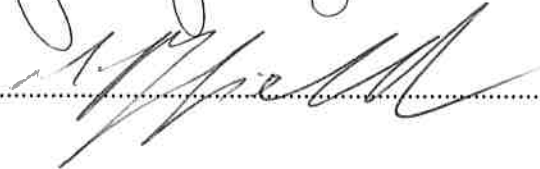
This policy has been discussed and agreed by the GEMS Founders School teaching staff and leadership teams for implementation.

Signed
Vice Principal



Date ..2/9/19.....

Signed
Principal/CEO



Date ..1/9/2019.....

Policy review date: 1st September 2021