

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
February 2018	S Gold			

Article 28: Children have a right to a good quality education

Article 29: Children have the right to an education which develops their interests, talents and abilities

Rights Respecting Schools

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required to For Admission to School Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed on Paper Then Entered Onto School’s Information Management System Paper Version is Shredded	Held on File Throughout Child’s Time at School Passed onto New School When Moving Computer Retains Copy of Records in ‘Archive’

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		



Introduction:

At Marlborough Primary School, we recognise the importance of having high expectations of the handwriting and presentation of work that our pupils produce in their books. A consistently high standard of handwriting and presentation is promoted across the whole school which all pupils and staff recognise, understand and follow. For pupils and teachers, this aims to foster a sense of pride and respect in their work. Self-esteem is raised when pupils are able to communicate meaning accurately.

Aims of policy:

- To raise standards in writing across the school.
- To have a consistent approach to handwriting and presentation across EYFS, Key Stage One and Key Stage Two.
- To adopt a common approach to handwriting by all adults when writing in pupils' books, on the whiteboard, on displays and resources.
- For pupils to achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style.
- For pupils to develop flow and speed whilst writing, so that they are able to write fluently and with confidence.

Presentation across the school:

- All books have the child's full name, subject and class written on the front.
- Every piece of work is dated using the long date (except in Maths – short date). Date is written in the top left-hand corner of the piece of work.
- All work has a Question for Learning (QFL). EYFS, KS1 and LKS2 are typed and stuck into books. Pupils in UKS2 are to write the QFL.
- Work in Maths books are in pencil.
- All drawings and diagrams are in pencil.
- Pencils and crayons, not felt-tip pens, are used in exercise books.
- Green pens are used by pupils for self-assessment, self-correcting, editing or peer assessment.
- One line is to be left after the QFL before beginning work.
- One single line is used to cross out mistakes with a ruler.
- No ink erasers are to be used.
- Books are well-kept with no writing or doodling on the inside or outside of covers.
- Date and QFL are to be underlined with a ruler.
- Work is ruled off using a ruler before a new piece of work is begun.
- Poor presentation is challenged through verbal or written feedback and teachers should encourage a good and high standard of presentation in all work across all subjects.

Handwriting across the school:

- Pupils are to use a cursive handwriting style. This is to be taught by teachers through modelling the correct style.
- They are encouraged to maintain a correct posture whilst writing.
- Handwriting is discretely taught in EYFS, Key Stage One and Lower Key Stage Two.
- Opportunities for linking phonics and spelling are used.
- Pupils write in pencil. They have the opportunity to earn a handwriting license towards the end of Year 5 and Year 6.

Progression across the school:

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Foundation Stage:

The emphasis at this stage is with movement and fine motor skill development. Correct letter and number formation in a cursive style (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils

are to be taught to use lead-in and lead-out strokes, following agreed policy, as soon as they are ready for letter formation. They move from writing single letters to words and sentences using the cursive style.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. Pupils are free to select a writing implement of their choice in child initiated learning. They are encouraged to write in a straight line from left to right, and some are taught how to write on the line.

Key Stage One:

Building on the Foundation Stage, pupils at Key Stage One develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. It is expected that the majority of children will be joining by the end of Key Stage One. Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

Key Stage Two:

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Pupils in Lower Key Stage Two will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in handwriting books but handwriting following the agreed handwriting scheme is expected to be used by pupils in all books and across all lessons. Pupils are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.

Pupils will write with pencils until the class teacher assesses that they are joining competently and consistently. When pupils reach Year five, they will be able to earn a pen licence. They will then be given a handwriting pen to use.

Inclusion:

These expectations apply to the vast majority of pupils at our school. Occasionally, a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (eg: a child with physical difficulties with writing).

Celebration:

All staff at Marlborough Primary School ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school policy (Postcards, Head Teacher's awards, stickers...).
- Sharing good work in whole school assemblies.

Monitoring:

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teacher and at Leadership meetings. This will ensure that the policy leads to good practice.

