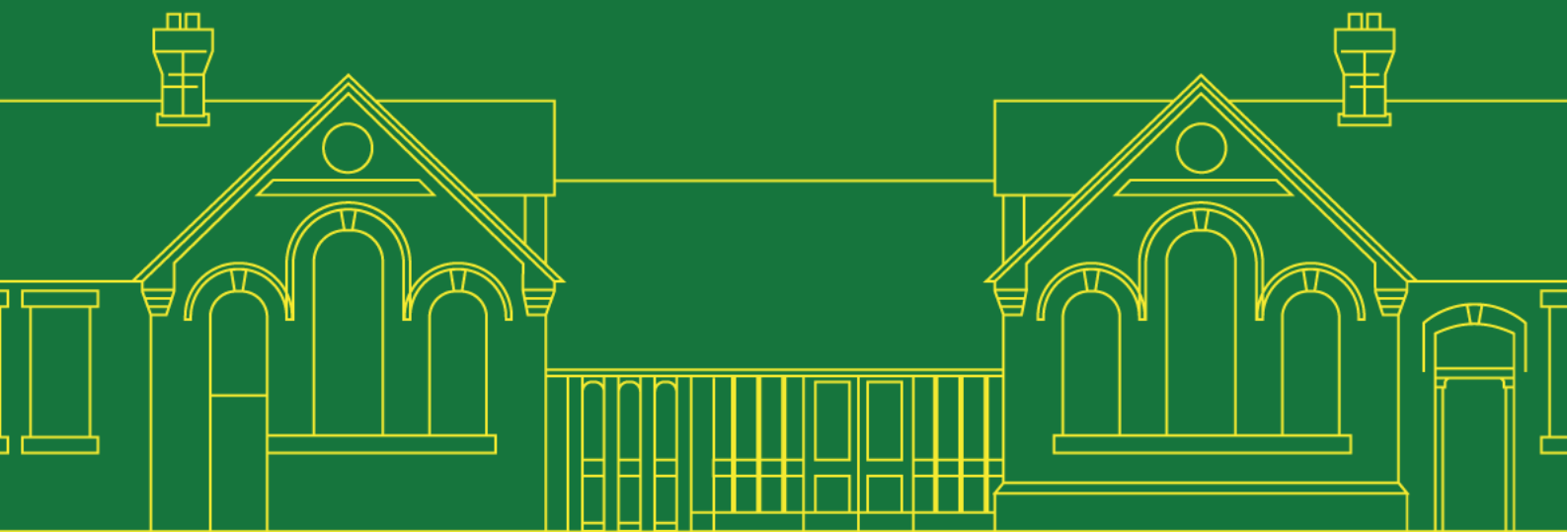




Presentation and Handwriting Policy

September 2026 (Review September 2027)



**STOUR VALE
ACADEMY
TRUST**

Queen Victoria Primary School Vision and Values

At Queen Victoria Primary School, we care deeply for the children of Sedgley; we believe every child is worthy and capable of success and happiness and this shows in every interaction. We create the conditions for children to grow into individuals who **care** about themselves, each other and the world they live in. We strive to make a positive difference by basing everything we do on our CARE principles:

Children are at the heart of everything we do – every day, in every decision, and every action, children's best interests and needs are put first. We have a team of compassionate staff who will move heaven and earth to ensure children get what they need to succeed.

Aspiration – We are full of hope, ambition, and the highest expectations for all children to have bright futures. Therefore, we are ambitious in the curriculum we offer and the standards we expect of ourselves.

Responsible – One of our key purposes is to help our children develop into respectful and responsible citizens who make positive contributions to life in Sedgley and beyond.

Excellence – We are relentless in our pursuit of providing excellence in education, with a balanced approach to academic achievement and personal development.

Purpose

At Queen Victoria Primary School, we believe that having high expectations for presentation and handwriting helps to raise standards and enables our children to strive for excellence. Neat, well-formed handwriting and thoughtful presentation helps to foster a sense of ownership and encourages our children to take pride in their work. Effective presentation is critical in developing children's literacy and communication skills, contributing to their overall academic achievement and personal development. The purpose of this policy is to support the school's commitment to high standards and continuous improvement.

Handwriting is a core foundation of writing. Our aim is for accurate letter formation and transcription to become increasingly fluent and automatic, enabling pupils to devote greater attention to composition.

Aims

This presentation and handwriting policy aims to establish clear expectations for the quality of written presentation and handwriting across the curriculum. It seeks to promote pride in children's work, encourage attention to detail and celebrate their achievements by:

- Adopting a consistent approach to presentation across the school with progression in our expectations as children move up through the school.
- Motivating children to have high expectations of themselves and their work.

- Clear and thoughtful presentation helps children to organise their thinking and their learning, supporting children to remember and recall what they have learned.

To ensure consistency in the presentation of work across the school, staff should follow the expectations set out below. All modelled, displayed and marked writing by staff should reflect these expectations and the expectations below.

EYFS and KS1 Expectations

- A date must be included.
- In Reception, teachers date children's work.
- In Year 1, children work towards writing the short date independently by the end of the year, underlining this neatly with a ruler.
- By the spring term in Year 2, children write both the long and short date and LO independently and underline this with a ruler.
- When modelling writing on the flipchart or whiteboard, teachers and teaching assistants' model in line with Nelson Handwriting, underlining with a ruler.
- EYFS will document children's progress through photographs and displays of their work in learning journeys, making children active participants in their learning process.
- Throughout KS1, staff will introduce the basics of good presentation, including layout, spacing, the use of headings, the importance of neatness as well as the significance of colour choice and font styles.
- Staff will foster a positive attitude towards achieving neat and well-organised work through rewards and recognition.
- Children will be encouraged to work in pairs to review and discuss each other's presentations, instilling appreciation for effort and standards. Staff will implement sessions that guide feedback.

English and wider curriculum

- KS1 children work towards writing the long date and LO in exercise books by the spring term in Year 2.
- Pencils to be used by the children.
- Errors will be crossed out with a single line with a pencil and a ruler- do not overwrite or scribble and try to avoid rubbers.
- No felt tip pens are to be used in exercise books.
- LOs can be written in or stuck in at the teacher's discretion.
- Miss a line before writing the LO.
- In Reception, this will either be written by the teacher or stuck in.
- In Year 1, this will be the same as in Reception; however, pupils will work towards writing their own date, depending on ability, by the summer term.

- Red pens will be used for uplevelling, corrections and responding to feedback (in line with the Feedback and Marking Policy).

Mathematics

- KS1 children work towards writing the short date (numerical) and LOI in exercise books by Year 2.
- Only pencils to be used by the children in exercise books.
- One digit per square when working on squared paper.
- Errors will be crossed out with a single line with a pencil and a ruler- do not overwrite or scribble and try to avoid rubbers.
- LOs can be written in or stuck in at teacher discretion.
- Miss a line before writing the LO/LOI.
- In Reception this will either be written by the teacher or stuck in.
- In Year 1, children are expected to write their own short date.
- If children are not forming numbers correctly, this should be practiced regularly.
- In Year 2, children should be writing their date and LO/LOI.

KS2 Expectations

English and the wider curriculum

- The long date will be written on the left side of the page, on the top line and next to the margin, in cursive (or neat print if the child cannot yet use cursive) handwriting and underlined with a pencil and ruler.
- Miss a line before writing the LO.
- Children should rule off a piece of work that is finished with a pencil and ruler. They do not need to start a new page.
- Errors will be crossed out with a single line and with a pencil and a ruler – do not overwrite or scribble and try to avoid rubbers.
- Red pens will be used for uplevelling, corrections and responding to feedback (in line with the Feedback and Marking Policy).
- Diagrams are to be drawn in pencil and labelled with ruled lines.
- No felt tip pens are to be used in exercise books.

Mathematics

- The short date (numerical) will be written on the left side of the page, on the top line, underlined with a pencil and ruler.
- Miss a line before writing the LO/LOI.
- Children should rule off a piece of work that is finished with a pencil and a ruler. They do not need to start a new page.
- Pencils to be used within books.
- One digit per square when working on squared paper.
- Errors will be crossed out with a single line with a pencil and a ruler- do not overwrite or scribble and try to avoid rubbers.
- All straight lines will be drawn with a ruler and pencil.
- Red pens will be used for corrections and responding to feedback (in line with the Feedback and Marking Policy).
- No felt tip pens are to be used in exercise books.
- Each calculation must be clearly numbered or lettered with the number or letter in the margin, to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.
- Calculations which involve 'exchanging' should see the relevant digit written smaller than usual next to the digit involved in the exchange.
- Rulers should be used for all geometry and statistic activities which require them e.g. drawing shapes, translations, reflections, drawing axes, block graphs etc.

Whole School Presentation Expectations

Books

- Children are expected to look after their books and keep them well presented.
- Work completed on separate sheets will be trimmed and glued in. This will ensure that the edges of the books are neat. Any worksheets should be stuck in straight.
- Children are not to doodle on the front of their exercise books or anywhere in their books.
- Every exercise book will clearly state the child's name, year group and subject with a sticker.
- Teachers ensure that children receive the correct book, line and square sizing.

Pencils and Pens

- Blue school pens to be used by children who have earned a pen licence.
- Pencils will be used by all children until they have earned their pen licence.
- In Year 5/6, the class teacher will use their discretion to award a pen licence to individual pupils based on fluency, legibility and control. Pupils should increasingly be able to choose the writing implement best suited to the task; there is no fixed deadline by which every pupil must use a pen.
- Felt tip pens should not be used in exercise books for underlining or illustrations.
- Red pens are used for editing, self-correcting and peer and self-assessment.

Expectations for Handwriting

Handwriting is taught regularly, in every class, through short, focused sessions. The teaching of handwriting is undertaken as a discrete session, although shared and guided writing also provides additional opportunities for the modelling and monitoring. Handwriting is taught as a core transcription skill alongside spelling and sentence construction, so that pupils develop the foundations needed for fluent written composition.

Teaching and Learning

Handwriting is a skill that needs to be taught explicitly. Since handwriting is essentially a fine motor movement skill, correct modelling by the teacher and teaching assistant is very important. Children will use a variety of mark making tools; however, when formal handwriting lessons take place, sharp pencils will be used. It is not sufficient to require pupils to just copy models from a published scheme or worksheet. The teacher will ensure that the correct letter formation is modelled and reinforced regularly. Consistency in the attitudes displayed, the methods employed, and the models provided is the key to effective learning.

- At Queen Victoria we follow the Nelson Handwriting Scheme.
- The Nelson font is the preferred style for all worksheets and handouts.
- Adopt clear and legible handwriting practices with consistent size and spacing. Accurate print letter formation is taught from EYFS. From Year 2, pupils are progressively taught the diagonal and horizontal strokes needed for joining once individual letter formation is secure and increasingly automatic.
- Good examples of handwriting should be praised and shared, if appropriate, as a reference for everyone.
- Good early habits for handwriting and misconceptions with letter formation should be addressed quickly through intervention practices.

The role of adults

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling, following the Nelson Handwriting Policy.
- To model high standards of presentation in their own work and teaching materials, reinforcing the importance of clarity and aesthetics.

- To provide resources and an environment which promotes good handwriting.
- To utilise resources and tools (such as Nelson Handwriting books and online applications) to adapt teaching methods to different learning styles, ensuring accessibility for all pupils.
- To observe pupils, monitor progress and determine targets for development.
- To correct letter / number formation as early as possible to prevent poor handwriting habits becoming embedded.
- To mark children's work in accordance with the school's Feedback Policy.
- To provide explicit instructions on presentation quality and provide feedback that highlights strengths and areas for development.
- To ensure that any learning that is stuck into children's book is straight and cut to size.

Handwriting Progression

Early Years Foundation Stage

- The emphasis at this stage is with movement rather than neatness. Letter formation (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.
- 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 and those with special educational needs are met.
- In the pre-communicative stage, pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning.
- Pupils are given the opportunity to experiment with a range of writing materials and implements. A multi-sensory approach is used to help pupils develop writing-readiness.
- Tracing over /under patterns and shapes are an important stage of development. Children should also spend time making large marks and the sizes should decrease as they become more accurate with their mark making.
- Letters are taught in families and are linked to the order in which graphemes are learned in Little Wandle. After these have been introduced during phonics, teachers will re-teach using letter families.
- A focus will be on writing their own name. Letters should be formed correctly, and children should leave spaces between words, form capital letters and begin to use where appropriate. Children should also be taught to form numerals that are consistent in size and orientation.

KS1

- Building on the Foundation Stage, pupils at Key Stage 1 develop a legible and increasingly fluent style. In Year 1, the priority is secure, accurate and automatic print letter formation. From Year 2, pupils are progressively taught the diagonal and horizontal strokes needed for joining and begin to join letters when they are physically ready and individual letter formation is secure. This is normally achieved in KS1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and

independent writing. If the child would benefit from making large marks, tracing over, copying under and pattern making then provision must be made for this.

- Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style (See Nelson Handwriting Policy).
- Children with legible, joined handwriting can earn a pen licence. Children will write legibly using upper and lower-case letters with correct orientation.
- Letters should sit on the baseline and be consistent in size with ascenders and descenders that are the correct length and formation.
- Children should continue to leave spaces between words, form capital letters and use them where appropriate. They should also be able to form numerals that are consistent in size and sit on the base line.
- Children will improve the speed of writing and begin to write automatically thus promoting creativity in their independent writing. Formal teaching of handwriting is to be carried out regularly and systematically and a developmental approach is used to move children through the phases, being mindful of end of Key Stage expectations if additional support via interventions is needed (See Nelson Handwriting Policy).

Inclusion

At Queen Victoria, we place children at the heart of everything we do. When planning and teaching, staff will make reasonable adjustments to the presentation of work to promote equality of opportunity. How work is presented will depend on the age of the child, the learning purpose and the audience. Additional resources will be available for those who require support with presenting their work independently. Support might be given through different style books/lines, coloured pages, pencil grips, support board, seating, scaffolding or electronics. These suggestions are examples, and the specific needs of a child will be considered before deciding upon the best possible level of support provided.

Left-handed children

- Teachers will ensure that the child sits on the left of their partner.
- That the writing paper is to the left of the child's body midline.
- A writing tool is used that moves smoothly across the paper.
- The paper is supported with the right hand.
- The writing tool is held sufficiently far from its point to ensure the child can see what he/she is writing.
- The teacher demonstrates letters and patterns with left hand as well as with their right.

Children who require additional support

- Will be offered resources such as sand trays, pencil grips, triangular pencils, weighted pencils and writing slopes to support the development of handwriting.
- Differentiated pencils given as appropriate to age.
- Their individual targets pre-writing activities to develop gross and fine motor control.
- Where possible they will be given extra supported handwriting activities. Teachers will use multisensory teaching activities, air writing, sand letters etc.

Assessment and Feedback

- Teachers will assess presentation in a range of subjects and provide actionable feedback within the context of the work, ensuring that it is focused on individual improvement.
- Assessment criteria will include clarity, organisation, aesthetics, consistent adherence to the presentation policy, and the ability to adapt presentation style for different tasks and audiences.
- Pupils will have regular opportunities for self-assessment, comparing their work with set expectations, empowering them to reflect on their presentation abilities and set personal goals for improvement.
- Termly reviews will involve discussions on presentation standards, focusing on individual progress and areas for development, ensuring timely intervention where necessary, and adaptability to meet all learners' needs.

Professional Development

- Ongoing staff training to enhance skills in teaching presentation and effective feedback and techniques.
- Regular sharing of best practices and effective techniques for improving children's presentation will be integral to our professional development programme.
- Staff will be encouraged to observe colleagues' lessons, providing feedback to strengthen practice while fostering continuous support and shared learning.

Monitoring and Evaluation

- Regular learning walks and book looks conducted by English Lead, Phase Leaders and SLT will ensure the policy is being adhered to.
- Feedback from children, parents and staff will be gathered through surveys and discussions to inform future revisions of this policy, fostering a collaborative approach to continuous improvement and accountability.

Staff Responsible

Senior Leadership Team

Conclusion

This presentation and handwriting policy is integral to fostering a culture of excellence within our school. By adhering to the outlined standards and expectations, we will ensure that our pupils develop strong presentation skills that contribute positively to their enriching educational experience.

Key expectations include:

- Evidence that presentation skills that are embedded across the curriculum with all staff demonstrating consistent expectations.

- Clear progress in children's work over time, displaying improvements in presentation quality.
- A culture of feedback that supports continuous improvement in children's presentation abilities and fosters a sense of pride in their work.

Queen Victoria Primary School will endeavour to exhibit an unwavering commitment to high expectations, where pupils take pride and CARE. This will result in improved outcomes and personal development.

GDPR – Personal Data

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.