



# Presentation and Handwriting Policy

2025 - 2026

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Date to review:	Annually

## 'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.



## Presentation and Handwriting Policy

### 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.  
To share this information with parents on a regular basis.

### 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.
- If a child is away please ensure that their book is marked with 'absent' and write the short date.

### Expectations for Children

Use of pencils and pens:

- Pencils should be used in all Maths books and in draft work if appropriate.
- Pens should be used for all written work (not maths) as soon as possible from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.



- If the teacher judges their handwriting to be sufficiently neat and fluent that child will be awarded a pen, this must be presented at every writing opportunity. If their handwriting deteriorates for any reason, they will have it revoked and must earn it back.

### **Expectations for Handwriting**

- Basic cursive script will be taught in foundation stage and developed through the school with the expectation that by the time children leave Key Stage 1, they will be writing in joined cursive script.
- Cursive script is the preferred style for all worksheets and hand-outs.
- All staff will model using the preferred handwriting style at all times. Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.
- Handwriting is taught for 15 minutes per week and as an integral part of spelling and phonics lessons.
- Good examples of handwriting from the children will be displayed in the classroom as a reference for others.

### **Expectations for Layout**

- The long date is written at the top; then miss a line and write the Learning Objective (LO) on the next line. It may be appropriate for the teacher or teaching assistant to write these in the children's books.
- The date and Learning Objective must be underlined using a pencil and ruler.
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page.
- Miss a line under the LO and start at the margin.
- Leave one line between each paragraph or indent paragraphs in Y5 and Y6.
- If you make a mistake, draw one neat line in pencil, using a ruler, through the mistake and start again – do not over-write or rub out.
- Write ON THE LINE to the end of the line. Do not write in the margin.
- Pens are ballpoint. 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.

### **Layout in Mathematics**

- The short date, to be written on the right hand side of the page, the LO and page number, if appropriate, should be underlined. It may be appropriate for the teacher or teaching assistant to write these in the children's books.
- All figures, this includes all mathematical signs and symbols, must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.



- 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 which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.

#### **Classroom Organisation and Resources**

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils, dictionary, and thesaurus.
- Each room has "wipe-boards" and pens available for all the children with lines and/or without.

#### **Outcomes of 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.

#### **Inclusion:**

These expectations apply to the vast majority of children in 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 (e.g. a child with physical difficulties in writing). Difficulties are addressed through appropriate interventions or specific equipment.

#### **Monitoring of Presentation Policy**

The Senior Leadership Team 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.