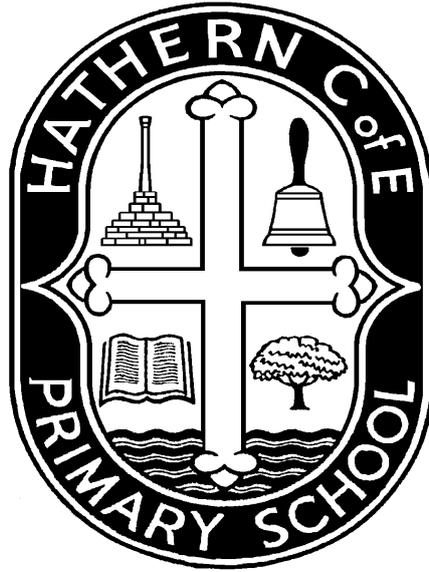


Hathern Church of England
Primary School



**Handwriting
Policy**

At Hathern Church of England Primary School, we believe in
'Learning and Caring Together'

Handwriting Policy

Section 1: Policy Intention

This policy is intended to ensure that all practitioners understand the school's 'Agreed Handwriting Style'. Our aim is to adhere to a style that will:

- improve the children's speed and fluency – with each lower case letter being joined
- be inclusive for all children
- have a limited number of entrance lines
- lead to a clear and legible script
- be consistently taught throughout the school from Foundation Stage to Year 6

Section 2: Agreed Procedures

As a staff we understand that every adult considers the letter formation that they use to be the most comfortable for them, and even possibly to be the 'best handwriting model'; however, we recognise that this does not necessarily mean that it actually is the most effective formation for children learning for the first time.

We considered a variety of styles, all with their own 'quirks and differences', but finally decided upon the following as our 'School's Agreed Handwriting Style' (introduced January 2007; see Appendix 1).

In our Foundation Stage we have adopted a published scheme called 'Penpals' as our 'planning tool', chosen because it supports our Foundation Stage ethos – practical, active teaching – and it links the preparation for handwriting to music, movement and art, ensuring that these experiences are both appropriate for handwriting development and are also enjoyable for the children.

As our children move into Year 1, and continue through to Year 6, teachers use the 'Spectrum Handwriting Scheme' as their planning tool. Each individual letter shape is taught with a 'lead-in' and a 'lead-out' stroke beginning from the writing line. Initially letters are grouped according to the main movements involved so that the children can gain extra reinforcement of the shapes and movements involved, but as the children move through our scheme, handwriting will become more closely linked to 'spelling and letter patterns'.

As the children enter Years 5 and 6 they are taught to develop at least three handwriting styles:

- 1) a neat 'best' form for presentational work
- 2) a speedier, and sometimes less neat, form for e.g. making personal notes or drafting work to be presented later
- 3) a clear, well-formed print style for notices, labels and captions

- the three styles that as adults we adopt.

Section 3: Is this working?

Work Sampling will show clearly whether the Agreed Practices are being taught - both formal and informal sampling – and the results from testing (SATs/Optional SATs) will show the success of the programme that the school provides.

Section 4: Assessment

Assessment is part of the Class Teachers professional responsibilities/duties and can be done through:

- Feedback during Handwriting lessons against specific practise criteria
- Feedback verbally at the 'point of working' when writing throughout the curriculum
- Written feedback when Marking
- The individual target-setting process

Handwriting is just one method of pupil recording, and for a pupil who struggles to write neatly/quickly/confidently other methods of recording should also be experienced so that Handwriting and presentation are not 'limiting factors'. Handwriting and presentation should not be the dominant focus of marking comments.

x-ref. Marking Policy

x-ref. Target-Setting Policy

x-ref. Assessment, Reporting and Recording Policy

Section 6: Cross Curricular Links

Handwriting is a cross-curricular skill and 'good presentation' is reinforced throughout the curriculum. Handwriting skills, however, should not mask, or limit, clear expression of a pupil's knowledge and understanding across the curriculum.

Section 7: Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

x-ref. SEN Policy and SEN Code of Practice