

Our Lady's Catholic College - Handwriting Intervention Policy



*"Let us not grow weary of doing good, for in due season we shall reap, if we do not give up."
Galatians 6:9*

Rationale

At Our Lady's Catholic College, we recognise that fluent, legible handwriting is essential for pupils to communicate their knowledge effectively and access the curriculum. When handwriting difficulties become a barrier to learning, pupils will receive targeted support through a structured intervention programme.

Identification and Referral

Teachers routinely monitor handwriting across all subjects and identify pupils whose handwriting is significantly affecting the quality, speed, legibility or presentation of their written work. Concerns should be referred through the school's handwriting referral process.

English teachers assess year 7 within the first two weeks of school using the handwriting sheet and flag any students who falls below the expected standard for handwriting to the learning support department for diagnostic assessment.

Following referral, pupils will undergo a diagnostic handwriting assessment conducted by a trained Teaching Assistant (TA). Assessment will evaluate the five key handwriting domains:

- Letter Formation
- Size and Proportion
- Spacing
- Legibility
- Neatness and Presentation
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Assessment outcomes will be used to identify individual areas of need and establish personalised handwriting targets.

Intervention Programme

Pupils identified as requiring additional support will participate in a small-group handwriting intervention delivered by a trained TAs during form time twice each week.

The intervention will follow the Occupational Therapy-recommended programme: *Speed Up! A Kinesthetic Programme to Develop Fluent Handwriting* by Lois Addy.

The programme uses structured, multi-sensory activities to develop:

- Correct letter formation
- Handwriting fluency and speed
- Consistent letter size and proportion
- Appropriate spacing
- Improved legibility
- Confidence and independence in written work
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Intervention activities will be matched to pupils' identified areas of need and delivered in a supportive environment that promotes success and progress.

Monitoring and Review

Pupils will be assessed at three points with a half term:

1. Initial Assessment
2. Mid-Point Review
3. End-Point Assessment

Progress will be measured against the five handwriting domains and individual targets. Outcomes may include:

- Successful completion of the programme and exit from intervention
- Continued intervention support
- Adapted intervention targets
- Referral for further specialist assessment or for technology

Roles and Responsibilities

English Teachers

- Complete the handwriting assessment sheet in the first lesson of the year.
- Refer pupils causing concern.
- Monitor handwriting standards in lessons.
- Reinforce handwriting expectations across the curriculum.

Teachers

- Monitor handwriting standards in lessons.
- Refer pupils causing concern.
- Reinforce handwriting expectations across the curriculum.

Teaching Assistants

- Carry out diagnostic assessments.
- Deliver the Speed Up! intervention programme.
- Monitor and record pupil progress.
- Communicate outcomes with staff and parents where appropriate.

Assistant headteacher and Whole school Literacy Lead

- Deliver training for TAs
- QA intervention at form time
- Oversee the quality and impact of intervention provision.
- Support assessment, monitoring and referral processes.
- Coordinate specialist involvement where required.

Expected Impact

Through early identification, diagnostic assessment and targeted intervention, the school aims to improve pupils' handwriting fluency, legibility, presentation and confidence, ensuring that handwriting is not a barrier to academic success.