

Our Lady's Catholic College

Handwriting and Written Presentation Policy



*"Whatever you do, work at it with all your heart, as working for the Lord."
Colossians 3:23*

Policy Leads

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Rationale

At Our Lady's, we recognise that handwriting remains an essential component of literacy and academic success. Fluent, legible handwriting supports pupils in recording their ideas effectively, accessing the curriculum, improving written outcomes, and demonstrating their knowledge in assessments and examinations.

We are committed to ensuring that all pupils develop appropriate handwriting skills through explicit teaching, assessment, intervention, and the effective use of technology when required.

Aims

The school aims to ensure that all pupils:

- Produce handwriting that is fluent, legible and efficient.
- Develop automaticity in letter formation.
- Write with appropriate size and proportion.
- Use consistent spacing between letters and words.
- Present work neatly and consistently.
- Can record learning at a speed appropriate to age and curriculum demands.
- Receive timely support where handwriting difficulties are identified.
- Have access to suitable assistive technology where handwriting difficulties significantly impact learning.

Key Handwriting Skills

The school assesses and develops the following core components:

Skill	Pupils should:	Success Criteria
1. <u>Letter Formation</u>	• Form letters correctly and consistently. • Use appropriate start and finish points. • Maintain directional consistency. • Produce recognisable upper and lower-case letters	• Letters are correctly orientated. • Letter reversals are minimal or absent. • Formation becomes automatic and fluent.

2. <u>Size and Proportion</u>	• Write letters of consistent size. • Maintain appropriate relationships between ascenders, descenders and body letters. • Write within line boundaries	• Letter height is consistent. • Ascenders and descenders are clearly distinguished. • Work is appropriately scaled to the page.
3. <u>Spacing</u>	• Leave appropriate spaces between words. • Maintain consistent spacing within and between sentences. • Organise written work clearly on the page.	• Words are clearly separated. • Text is easy to follow. • Page layout supports readability.
4. <u>Legibility</u>	• Produce writing that can be read easily by others. • Maintain consistency across extended writing tasks. • Write fluently without compromising clarity.	• Writing can be read without difficulty. • Letters and words are clearly distinguishable. • Errors caused by poor handwriting are minimised
5. <u>Neatness and Presentation</u>	• Take pride in presentation. • Use exercise books and paper appropriately. • Follow school expectations for written work	• Work is organised and orderly. • Corrections are completed appropriately. • Books demonstrate consistent standards across subjects

Assessment Framework

Handwriting will be assessed through a graduated cycle:

Stage 1: Assess

English teachers will regularly assess handwriting through:

All teachers will:

- Model high-quality handwriting.
- Reinforce presentation expectations.
- Provide clear exemplars.
- Monitor exercise books routinely.
- Provide opportunities for extended writing.

Teachers will flag students who are not meeting expected standards in handwriting using Microsoft Forms.

Stage 2: Diagnose

Where concerns are identified, intervention staff will determine the underlying cause.

Intervention TAs will evaluate pupils against the five handwriting domains:

1. Letter formation
2. Size and proportion
3. Spacing
4. Legibility
5. Neatness and presentation

Stage 3: Targeted Intervention

For pupils requiring additional support at form time will be provided by TAs:

Issue	Examples of Intervention Activities
Letter Formation	• Explicit teaching of correct formation. • Tracing and overlearning activities. • Multi-sensory approaches.
Size and Proportion	• Use of handwriting guides. • Structured lined paper. • Visual modelling.
Spacing	• Word spacing prompts. • Finger-space strategies. • Visual spacing tools.
Legibility	• Fluency and accuracy practice. • Short focused handwriting sessions. • Teacher feedback on readability.
Neatness and Presentation	• Book presentation coaching. • Organisational strategies. • Regular monitoring and feedback.

Specialist Intervention

Where difficulties are persistent:

- SEND referral.
- Occupational therapy involvement.
- Specialist literacy intervention.
- Individualised handwriting programmes.

Stage 4: Reassess

Progress will be reviewed every half term.

Reassessment will consider:

- Letter formation
- Size and proportion
- Spacing
- Legibility
- Neatness and presentation
- Pupil confidence and independence.

Outcomes may include:

- Exit from intervention.
- Continuation of support.
- Adjustment of provision.
- Referral for specialist assessment.

The Assess → Diagnose → Intervene → cycle will continue as required.

8. Technology and Assistive Technology

The school recognises that technology may be a reasonable adjustment where handwriting difficulties significantly affect learning.

Technology should be considered when:

- Handwriting remains a barrier despite intervention.
- Writing speed is substantially below age expectations.
- Physical difficulties affect written output.
- Specialist recommendations indicate technology would be beneficial.

Examples include:

- Laptops.
- Exam access arrangements where appropriate.

Technology should:

- Enhance curriculum access.
- Promote independence.
- Not replace handwriting instruction where pupils are able to develop handwriting skills.

The need for technology will be reviewed regularly through the Graduated Response process.

9. Roles and Responsibilities

Teachers

Will:

- Teach and model expectations consistently.
- Monitor pupil handwriting and presentation.
- Refer concerns appropriately.

Literacy Lead

Will:

- Monitor standards across the school.
- Support staff training.
- Oversee assessment procedures.
- Analyse handwriting trends.

SENDCo

Will:

- Support assessment and diagnosis.
- Coordinate specialist input.
- Monitor reasonable adjustments.
- Advise on assistive technology.

Senior Leaders

Will:

- Ensure consistent implementation.
- Monitor impact through quality assurance.
- Ensure handwriting remains part of the school's literacy strategy.

Success will be evidenced by:

- Improved handwriting standards.
- Increased legibility and fluency.
- Improved presentation across subjects.
- Reduced barriers to recording learning.
- Effective use of assistive technology where required.

11. Conclusion

Our Lady's Catholic College is committed to ensuring that every pupil develops handwriting that is legible, fluent and fit for purpose. Through systematic assessment, accurate diagnosis, targeted intervention, regular reassessment and appropriate use of technology, the school will ensure that all pupils can communicate their knowledge effectively and access the full curriculum.