



Presentation, Handwriting and Feedback Policy

Date adopted	December 2024	Owner	SLT Writing Leads
Last reviewed	December 2024	Review cycle	Four Years

This policy aims to establish a consistent approach towards the giving of feedback, setting high expectations and pride in everything we do; from both ourselves and the children as presentation is a life-long skill that needs to be fostered. It also aims to create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

- To motivate each individual to present their learning in the best possible way.
- To enable children to recognise learning that is presented to a high standard.
- To ensure that each child knows the standard of presentation that is expected.
- Staff will create consistency in standards of presentation across the school.
- To ensure that children will receive regular feedback from teaching staff and their peers which celebrate strengths and identify next steps.

Presentation

Expectations of Staff

- Remember that you are the most important role model for presentation and high expectations.
- All handwriting which is on display for the children – on whiteboards/interactive whiteboards/books/flip charts/displays – should be legible, consistently formed and neat.
- Reception and Year 1 teachers will print their letters and Year 2 to Year 6 will use joined handwriting.

General Presentation Guidelines

- Any sheets being stuck in books should be trimmed so that paper does not hang out.
- Cursive handwriting writing should be followed as set out in this policy.
- Write from the margin or the left edge of the page.
- Work should be set out appropriately e.g. poetry, tables, non-fiction, and children should be encouraged to space their work out and use a bigger space if it is needed.
- In English books, children should be encouraged to put a single line through their mistakes and not rub them out for editing and improvement purposes.
- In KS2, Children should rule off after the last piece of work before starting a new piece of work. In KS1, the new LQ must be stuck in after the last piece of work.
- Children should not draw or write on the front cover of their books and should look after and be proud of them.
- Children should only underline the date and the learning question/ title and not the whole line.
- Children should be encouraged so that the same high standards, which apply to English books, also apply to all other subjects.
- From Spring 1 in Year 4, all children are to write in pen in all books, except maths. In KS2 work in maths books is done in pencil and when drawing diagrams.
- Only **blue** handwriting pens should be used (not biro).

Page Layout

- In Early Years (where appropriate) and KS1, children will have their dates and LQs typed on stickers, stuck in the left hand corner of the page.
- In KS2 children will:
 - date on the first line near the left margin
 - title on the next line near the left margin
 - the date and title should be underlined using a ruler
 - a line should then be left before they start their work
 - short date for all subjects except English e.g. 12.07.23 (dots should be used to separate the numbers)
 - long date for work in English books e.g. Wednesday 12th July 2023
- The above may vary for SEND children and can be adapted from KS1

Handwriting

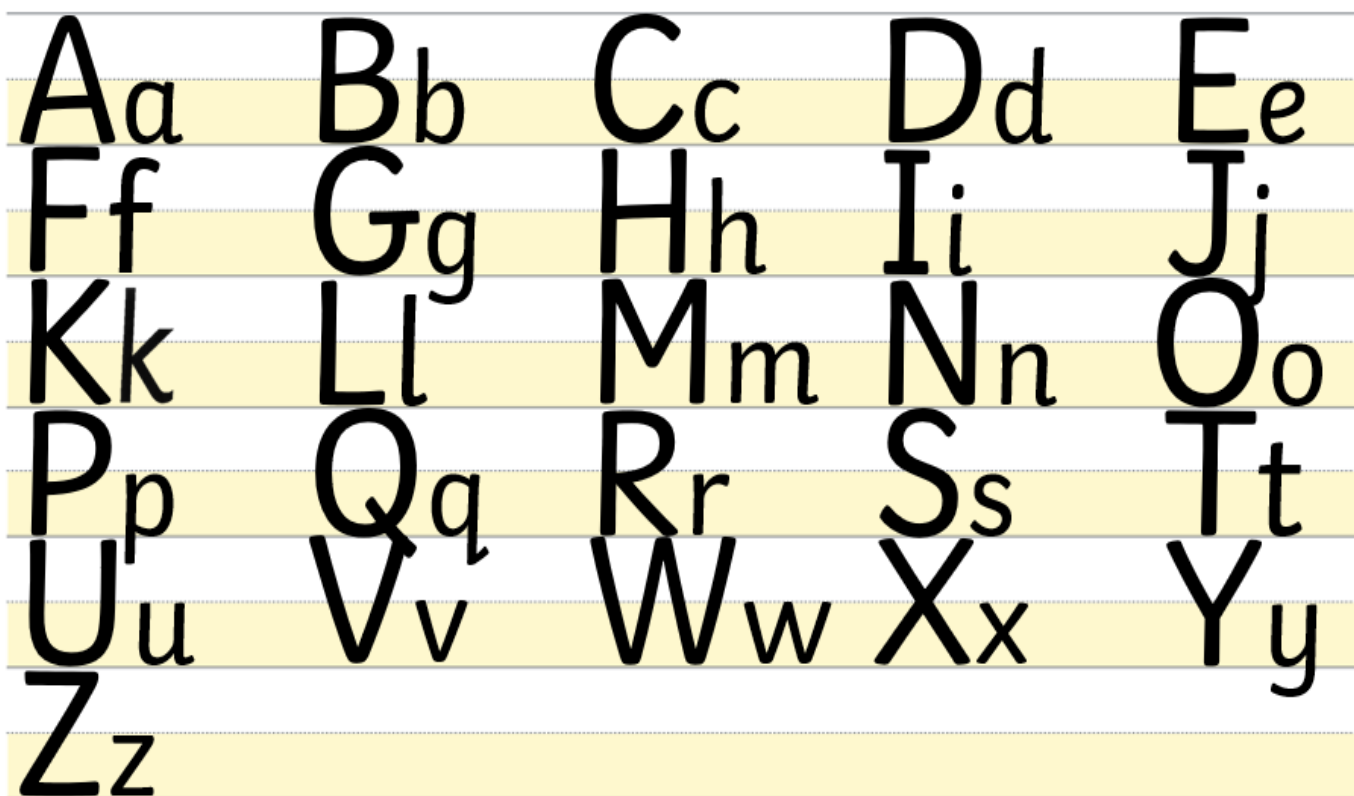
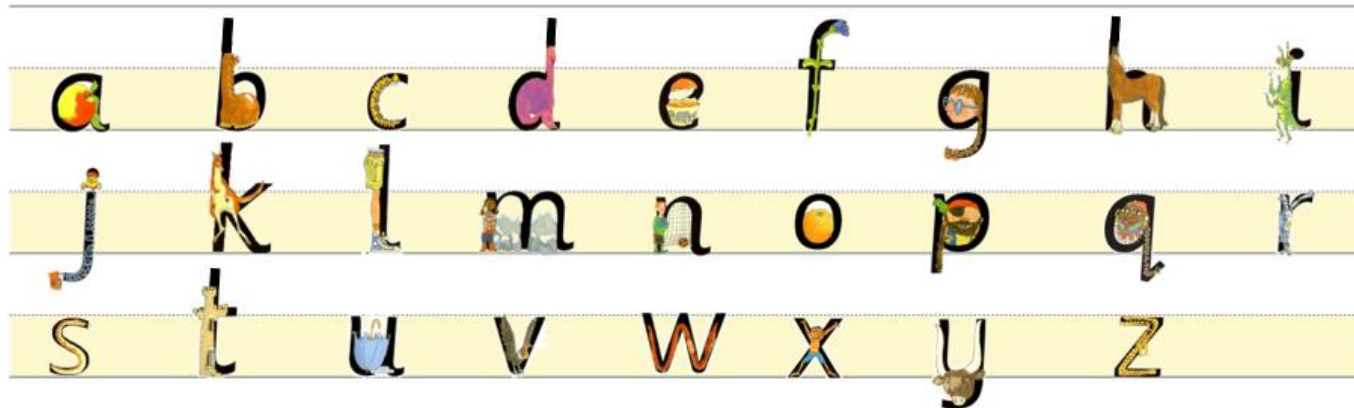
We take the view that handwriting should be taught for 20-30 minutes once a week from Year 1 to Year 5 (2 letters per week). During this lesson the teacher will demonstrate the expected handwriting for the year group using single letters, joins and words. Year 6 focus on discrete handwriting support in daily lessons with the addition of weekly small group interventions for those not yet writing joined up.

- Within the Early Years discreet teaching will start using the phonics programme Read, Write Inc, building up to extra discreet practice. These children will start with pattern formation to ensure correct pencil grip and control. When ready, children are then taught how to form each letter correctly using print. From Spring 2, handwriting is taught daily within group activity sessions, which recap set 1 single sounds.
- As a school, we use Twinkl Handwriting to support our teaching of handwriting using progressive techniques as they move through year groups. When children are struggling, immediate intervention by the teachers/ support staff are used to support them through demonstrating letters.
- Alongside discreet sessions the children in the Early Years and those at the start of Year 1 will be provided with a range of pre-writing opportunities in the continuous provision.
- Incorrect letter formation must be picked up on in all lessons and corrected as soon as the child is forming letters in line with the school's policy. Children must start and finish the letter in the correct place.
- For pre-writing, children must have access to gross and fine motor interventions to develop their pencil grip and control ready for handwriting.
- Displays of correct formation and alphabet mats are always available to the children so that they can refer to these when required.
- All staff model using print in the Early Years and Year 1. Moving towards a cursive approach to handwriting in Year 2. All children in KS2 working at the expected standard must use cursive handwriting.

Feedback

- Staff will provide varied and regular feedback ensuring verbal and immediate feedback take precedence with written feedback being concise and manageable.
- Children will be encouraged to self-evaluate and peer assess. Time will be allocated to this in lessons and this self/peer evaluation will be evident in children's books. This will be visible, as it will be carried out with the use of a purple pencil or pen.
- Children know that they will receive regular feedback from teaching staff and their peers which celebrate strengths and identify next steps.
- Staff will ensure children are given time to respond to feedback.

Early Years
Letter Formation



Year 1
Letter Formation

Aa Bb Cc
Dd Ee Ff
Gg Hh Ii
Jj Kk Ll
Mm Nn Oo
Pp Qq Rr
Ss Tt Uu
Vv Ww Xx
Yy Zz

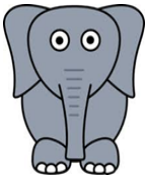
Year 2
Letter Formation

Aa Bb Cc
Dd Ee Ff
Gg Hh Ii
Jj Kk Ll
Mm Nn Oo
Pp Qq Rr
Ss Tt Uu
Vv Ww Xx
Yy Zz

KS2

Letter Formation

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww Xx
Yy Zz



Early Years Feedback

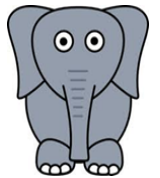
Your adults will write in green pen



Verbal feedback given.

or VF

I was given verbal feedback.



“ “

I have reflected on my learning (pupil voice).

CI

I have initiated this activity by myself.



I

I have completed this activity by myself.

S

I have worked with an adult to complete this activity.



✓✓

I have exceeded the learning question.

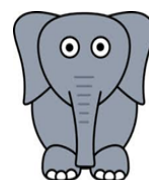
✓

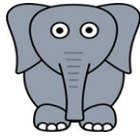
I have met the learning question.



✓ x

I have worked hard towards the learning question but haven't got it....yet!






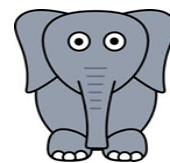
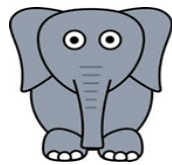
Key Stage 1 Feedback

Your adults will write in green pen

Peer marking/self-assessment recorded in purple coloured pencil/pen



C (collaborative)	I did this activity with other children.
S (supported)	I worked with an adult or needed help with this activity.
SP (spelling)	I need to copy the correct spelling or number at least three times.
 or VF	I have been told what is great about my work and what I can do to improve it.
LQ ✓✓	Excellent work
LQ ✓	Good work
LQ ✓ x	Almost there
✓	Correct
? or •	Try again
^	Missing word or phrase
<p>All work should be dated. Some other symbols may be developed with children through the year. Work can be acknowledged with stickers or stamps.</p>	



Key Stage 2 Feedback

Your adults will write in green pen
Peer marking/self-assessment recorded in purple pen

C (collaborative)	I did this activity with other children.
S (supported)	I worked with an adult or needed help with this activity.
SP (spelling)	I need to copy the correct spelling or number at least three times.
VF (verbal feedback)	I have been told what is great about my work and what I can do to improve it.
LQ ✓✓	Excellent work
LQ ✓	Good work
LQ ✓ x	Almost there
✓	Correct
? or •	Try again
^	Missing word or phrase
All work should be dated. Some other symbols may be developed with children through the year. Work can be acknowledged with stickers or stamps.	

St Martin's Schools English Marking Symbols

EYFS Marking Symbols








 Sounding out	 *Finger spaces	 *Full stops	ABC *Capital letters	<u>dog</u> Handwriting
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At the end of my work I will have:

 What I have done well...

My  next step is...

Year 1 Marking Symbols






 Sounding out	 Finger spaces	 Full stops	ABC Capital letters	<u>dog</u> Handwriting
 *Adjectives	 Conjunctions	 Question marks	 Exclamation marks	Sp. X3 Spelling

At the end of my work I will have:

 What I have done well...

My  next step is...

Year 2 Marking Symbols

 Sounding out	 Finger spaces	● Full stops	ABC Capital letters	<u>dog d.og dog</u> Handwriting	
 Adjectives	 Conjunctions	? Question marks	! Exclamation marks	S.O Sentence openers	
ly Adverbs	+ Suffixes	' Apostrophes	 W vocabulary	Sp. X3 Spelling	', Commas in lists




At the end of my work I will have:





What I have done well...

 My next step is...



Year 3 Marking Symbols

ABC Capital letters	● Full stops	! Exclamation marks	? Question marks	' Apostrophes
', Commas	', ' Inverted commas	', Commas in lists		A/An 'a' and 'an'
 Conjunctions	+ v Adverbs	↓ Prepositions	v Verbs	// Paragraphs
Sp. X3 Spelling	<u>At the end of my work I will have:</u>			<u>dog</u> Handwriting
	 What I have done well...	 My next step is...		

Year 4 Marking Symbols

1							
CL	FS	,	!	?	‘ ’	’	
2 Paragraphs (topic sentence and supporting details)		3 Pronouns and nouns, e.g. he, she, we, Sally			4 Range of adverbs: then, next, soon, therefore		
5 Conjunctions, prepositions and adverbs, e.g. when, after, so, because, soon, next, because of, during, in, before, while		6 Expanded noun phrases (e.g. ‘the teacher’ expanded to ‘the strict teacher with curly hair’)			7 Apostrophes for possession and plural nouns, e.g. the boy’s coat/ the boys’ coats		
8 Fronted adverbials with a comma	At the end of my work I will have:					9 Joined handwriting and correct spellings	
	 What I have done well...		 My next step is...				

Year 5 Marking Symbols

1								
CL	FS	!	?	,	()	-	‘ ’	’
2 Sentences with relative clauses: who, which, what, that. E.g. the table that is made of oak is now black with age		3 Adverbs/adverbials, prepositions and conjunctions			4 Expanded noun phrases and interesting vocabulary			
5 Modal verbs, e.g. might, could, should, will, must		6 Paragraphs (topic sentence and supporting details)			7 Cohesion within and between paragraphs: then, after, although, meanwhile, firstly, had been			
8	At the end of my work I will have:					9 Joined handwriting and correct spellings		
Pronouns and nouns for cohesion: she, Sally, her		 What I have done well...		 My next step is...				

Year 6 Marking Symbols

1

CL	FS	!	?	,	;	:	-	—	()	...	' ' ' '
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2

Brackets, dashes or commas for parenthesis

3

Cohesion within and between paragraphs: topic sentences, supporting detail, pronouns, adverbials and conjunctions to link ideas

4

Adverbs, preposition phrases and expanded noun phrases

5

Colon to introduce a list, semi-colon to separate items within a list

6

Commas to avoid confusion:
Let's eat, Grandma / Let's eat Grandma,

7

Range of vocabulary and stylistic features

8

Range of sentences

9

Joined handwriting and correct spellings

At the end of my work I will have:



What I have done well...



My next step is...

10

Use passive and modal verbs

