

Sandwood Primary School



Writing Policy



Rationale

Writing makes a significant contribution to the development of children as thinkers and learners. The purpose of this policy is to guarantee a consistency of approach and to ensure continuity and progression are embedded in our practice.

Aims

To adopt an enjoyment of writing and recognition of its value by:

- Providing a stimulating curriculum and environment which places literacy at the centre.
- Providing meaningful contexts as stimuli for writing.

To ensure effective planning and learning and teaching of writing and to employ valuable assessment techniques (both formative and summative) and provide high quality, timeous feedback to learners.

To enable the development of writing skills through prior quality listening and talking /drama activities.

To maximise progress of writing based appropriately to learning intentions and success criteria.

To provide support to meet learning intentions and success criteria by delivering:

- Teacher modelling of skills.
- Interactive and engaging shared writing lessons.
- Guided writing targeted at the needs of specific learners.
- Opportunities for independent writing activities.

Learning and Teaching

Learning and Teaching follows the experiences, outcomes and benchmarks outlined in Curriculum for Excellence.

Contexts for the Teaching and Learning of Writing will support our children in the acquisition of writing skills and we will aim to provide meaningful and effective contexts for them to develop their skills. These might include the following:

*Modelled and shared writing

*Guided writing

*Independent or paired writing

*Sharing and reflecting on their writing

*Cross-curricular writing tasks e.g. in project work or science

Resources ranged from published educational suppliers to stimuli planned by teaching staff such as: Big books, visual stimuli, modelled stories, IDL learning, educational excursions, music, authors, peers etc.)

Grammar, spelling and handwriting are important technical skills developed through specifically taught lessons. During individual writing lessons pupils should be encouraged to apply these skills in their writing compositions to demonstrate their understanding.

Teaching staff should:

- Take cognisance of pupils' prior learning when planning.
- Employ a variety of teaching strategies to take account of varying learning styles.
- Create a literacy rich environment within the classroom.
- Share Learning Intentions and Success Criteria with pupils.
- Use effective questioning.
- Encourage visible thinking.
- Have high (however realistic) expectations.
- Use a variety of stimuli.
- Ensure appropriate pace and challenge for learners.
- Encourage independent learning.
- Ensure correct grammar is used by pupils both orally and in written form.
- Provide daily handwriting lessons.
- Follow the school's grammar, spelling and phonics policies.

Assessment

Assessment is an integral part of the teaching and learning process and a balance between formative and summative assessment should be used. Assessment grids should be completed at the end of each block to evaluate the effectiveness of teaching and learning of the genre and to plan next steps. The sharing of learning intentions and assessing against success criteria should always be used to provide pupils with clear feedback and to inform their next steps. Furthermore, a range of formative assessment strategies should be incorporated into lessons to allow pupils the opportunity to reflect on their learning.

On-going, repeated balance of formative and summative assessment will be used to:

- Provide regular, clear, high quality feedback.
- Plan next steps in learning.
- Provide evidence of knowledge, understanding and skills.
- Allow self-reflection on effectiveness of teaching.

One piece of writing per term to be completed in a specific assessment jotter.

Pupils should engage in peer and self-assessment at least twice during each planning block.

SLT will monitor and track pupils work termly with teaching staff.

All staff should engage in professional dialogue to ensure there is a shared understanding of standards.

Genre coverage

	Early Level	1.1	1.2	1.3	2.1	2.2	2.3
General Writing	✓						
Poetry	✓	✓	✓	✓	✓	✓	✓
Character		✓	✓	✓	✓	✓	✓
Setting		✓	✓	✓	✓	✓	✓
Short Story					✓	✓	✓
Explanation		✓	✓	✓			
Persuasive		✓	✓	✓	✓	✓	✓
Recount		✓	✓	✓	✓	✓	✓
Report			✓	✓	✓	✓	✓
Procedural		✓	✓	✓	✓	✓	✓
Discussion						✓	✓

Recount writing can be covered weekly through personal writing e.g. personal /local /national /world news/school experiences. NB skills require to be specifically taught and with practice pupils should become more proficient and skilled within this genre.

Block 1 – non-fiction

Block 2 – fiction

Block 3 - non-fiction/poetry

Block 4 - fiction

Planning

Writing planners for each block can be found in *'Our Establishment – Forward Planning (current year) – Literacy & English'* Each planner already contains the learning outcomes, genres to be taught, suggested lessons and success criteria for that block. Class teachers should highlight which lessons they will be using or alternatively complete the *'Alternative Lessons/Context'* box.

Monitoring and Tracking

Pupils will complete an assessment piece 4 times per year, which will be used for tracking purposes. Assessment pieces should be marked using the genre specific marking criteria, which should then be attached to each piece of writing. A completed 'Tracking and Assessment' pro forma should also be completed by the class teacher. Children will complete assessments in Assessment Writing Jotters.

Moderation of Writing

To ensure that our writing assessments are reliable and consistent across the school, regular opportunities will be provided for teachers to discuss, standardise and moderate their judgements with other colleagues. Once a year class teachers will take part in a moderation exercise where they will 'cross mark' the cold piece of another class.

Spelling and Handwriting

Spelling and Handwriting are an integral part of the writing process and further information can be found in the Spelling or Handwriting policy.

Additional Resources

All planning and assessment resources mentioned can be found in *'Our Establishment – Forward Planning (current year) – Literacy & English'*

Please also file any additional resources, good lessons or useful information that you have used, for your stage on the shared area. This will allow a bank of resources and lessons to be built up for each stage.

Updated by JW DHT October 2018