

St Peter's R.C. Primary School

Writing Policy



Policy	Writing
Date	October 2024
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Signed Chair of Governors	<i>Sarah Adeyemi/ Stephanie Sampson</i>
Signed Headteacher	<i>C. Scott</i>

Mission Statement

We, the family of St Peter's, united by our faith by God, love, learn and grow together.

Learning to write is a complex process but is something that every child is entitled to. From the earliest stages, it is important that children understand that writing is a means of expression and a communication tool. At St. Peter's we understand that Writing underpins the entire curriculum and is essential to every child's chances of playing a full and successful part in school and wider society.

Intent.

'Every child is born a natural writer' is our attitude here at St. Peter's. As a school we are very successful at building resilient, reflective and independent writers who are firmly in charge of their own writing destiny. Through a sequenced, ambitious and targeted writing curriculum our children consistently learn to write with confidence, precision and awareness, providing them with the skills required to know more, remember more and do more across all facets of the curriculum. Writing is intrinsically linked with the rest of the curriculum, giving it real purpose and allowing children to take ownership, enjoy their writing and see themselves as real writers whose writing truly matters. With a real focus on the bottom 20%, Pupil Premium, SENd and EAL we rigorously assess writing every day as well as support those children who require additional support in any facet of their learning. Every child is viewed as a natural writer here and succeeds in their writing, unlocking skills that will not only help them in everything else they do here, but in every facet of their everyday lives once they leave St. Peter's.

Aims

- To create and foster a 'Community of Writers' in which children enjoy writing and recognise its value.
- To ensure that children become 'Expert Editors' where they can learn to independently write, edit and improve their own writing through the skills taught in Writing lessons and across the curriculum.
- Ensure the curriculum is well balanced, engaging and inspirational so that children understand that the development of their writing skills is a core principle of the school.
- Children are able to write in several different contexts for several different purposes, allowing them to become fully independent writers.
- To enable children to work individually and collaboratively on written tasks to the highest of standards.
- Improve writing standards by developing imaginations and creativity through exciting, meaningful and valuable experiences which inspire children to write for a range of purposes and audiences.
- To maximise the progress of children in every year group through rich learning environments and an engaging Cornerstones curriculum.

Implementation

Writing at St. Peter's RC Primary School is taught and celebrated daily across a wide and varied curriculum. We ensure through our monitoring process that writing is cross curricular and relevant to what the children are learning. Our children are taught all the skills of Writing across the different genres set out in the National Curriculum. We teach our Writing lessons based on the Power of Reading scheme, which encourages children to become independent readers and writers through a rich and varied set of texts. A vast, vast majority of our writing is based on these texts.

St. Peter's uses a variety of teaching and learning styles in Writing. Daily Writing lessons take place from EYFS – Year 6 where we use high quality texts with a structured but flexible approach. We record a vast majority of the writing journey our children take in our writing books but also place huge emphasis on a wide variety of tasks that range from acting to hot seating. Our main aim is to develop children's knowledge, skills and understanding in Writing but to also use lots of other ways to bring out the best of our children's minds. The Power of Reading enables our teachers to plan and have the flexibility to change tasks depending on where their children are at, ensuring every child's need is met in any one lesson. Evidence of this can always be found on the range of Working Walls in each classroom.

In all classes there are children of differing writing ability and attainment. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the writing to the ability of the child. Throughout lessons a range of resources are used to ensure appropriate levelled learning. Children are asked to undertake independent work but other strategies are also utilised. In some lessons group work is undertaken, and in other lessons, children are organised to work in pairs and groups to maximise ideas and hugely improve progress.

Our use of TAs is vital to how our children progress and the needs of different groups of writers are met by effective deployment of support staff. This encapsulates many different strategies, ranging from larger group work to smaller groups focused on achieving one key skill throughout the lesson.

English homework at St. Peter's RC Primary comes in two main forms. We have our Reading comprehension homework where children have to use reading and writing skills to answer a set of questions, along with CGP grammar homework which puts our writing and grammar learning into more context. We feel these short but effective tasks contribute hugely to improving our writing but also our above national average KS2 Writing and Grammar results.

Impact.

By the time our children leave St. Peter's, our children are able to:

- Be critical thinkers and to assess their own writing for strengths and weaknesses.
- Write effectively for a range of purposes and audiences where they are able to select language that is appropriate to their current genre of writing.
- Plan, create and edit narratives in which they can describe settings, characters and atmosphere.
- Include and integrate dialogue into their writing which moves their writing forward.
- Select vocabulary that is appropriate to the genre of writing they are creating and which interests the reader.
- Use verb tenses consistently and correctly throughout their writing.
- Use a range of punctuation accurately that helps their writing make sense and flow to the reader.
- Write legibly at speed, following the Nelson handwriting scheme.

Shared Writing

Shared Writing is an engaging, collaborative approach in which the pupils are the main contributors of ideas. The teacher will be writing the ideas down for the class to see whilst asking and showing the children how to structure their ideas. The teacher will be modelling the skills needed to be a writer through the ideas given to them. Shared Writing sessions primarily focus on how to achieve the success criteria and allow an environment where mistakes are made and

corrected, promoting independence. Once the Shared Write is complete the children will have an opportunity to practice and extend their own writing independently, either that day or that week.

Independent Writing

Children are given numerous opportunities to write and length and independently across the curriculum. The length of independent writing varies by year group and task but the opportunity for a child to be able to write independently with little to no adult input is crucial. The children, throughout the school, are encouraged to become an independent writer from a very early age so that they can plan, draft, write and edit a piece of writing. Once the independent writing has been looked at and assessed by the class teacher the children then have other development opportunities to improve their writing and to become even more of an independent writer.

Power of Reading

We are subscribed to the Centre for Literacy in Primary Education's Power of Reading scheme. All St. Peter's children use this scheme where rich texts and books are then transformed into a wide array of writing that lends itself both to Writing lessons but also writing across the curriculum. A scheme such as this that allows the children to write in lots of different contexts and genres develops the children as writers. It also develops their enjoyment of writing as all writing is seen as relevant and purposeful. Again, this nurtures the independent writers that we are seeking to create.

Planning

Planning Writing at St. Peter's is a two-step process. We receive teaching sequences from the Power of Reading with suggested lessons and outcomes. Teachers then, with their year group partners, shape the unit of writing with flexibility, meeting the needs of their specific class whilst covering the entirety of the curriculum. This is planned particularly with the Learning Objective, Core Text, Prior Learning, Shared Learning, Outcome and Phonics/Handwriting in mind.

Marking

Teachers mark Writing in line with the school Effective Feedback and Marking Policy. Children must be given time at the beginning of each lesson to reflect on next steps of learning and assess any errors from the previous lesson. They are then asked and encouraged from Year 2 upwards to use a green pen to answer any challenges and edit any sections that they want to improve, promoting more independence.

Identifying Whole School Strengths and Weaknesses.

The English Subject Leader and the Senior Leadership Team regularly monitor our children's books to assess for strengths and weaknesses that appear to be whole school trends. We regularly review or whole school focus for writing and provide CPD to staff to help them raise the standard of writing across the school. For example, Vocabulary is something we have identified in our school as a long-term focus. This is being addressed in Reading, Writing, Maths and foundation subject lessons so that this embeds in our children's minds. This aids our children's writing hugely as our children are now able to be more ambitious, using language fit for purpose. Regular monitoring and reviews of this take place to identify all strengths and weaknesses.

Writing Across the Curriculum.

We ensure that writing across the curriculum takes place weekly here at St. Peters and is of a high quality. We understand clearly in our foundation lessons that the standard of writing needs

to be just as high as it is in our English lessons. We put a particular focus on using ambitious vocabulary pertinent to the subject, along with a real emphasis on the actual skill of writing and the key components that make a piece of writing strong. This is completely embedded across our school and this helps to foster a love of writing. We also look at different styles of writing that really engage our children across the curriculum, showing that we promote writing skills equally as effectively in the wider curriculum as we do in the core subjects.

Pen Policy.

At St. Peters we want all children to produce work of the highest standard at all times. All children in Year 3 onwards are given a pen to write in as we are a great believer in giving our children the opportunity to shine straight away through using something new and exciting for them. This begins their KS2 journey in the right manner and allows for quicker progress to be made in handwriting and writing. We ensure that by the end of Year 2 that all children are following these basic principles, ready for their KS2 journey.

- All letters must be formed correctly in the correct orientation.
- All writing must be on the line.
- All handwriting must be the correct size and proportionate.
- All handwriting must be joined up where appropriate.

Assessment and Target Setting

Assessment of writing will take place daily as class teachers read and assess the writing that the children produce. Formal teacher assessments are made using our moderation (internal and external) checklists. This data is then placed onto our assessment tracker, Insight.

In the short term the children's work will be assessed daily and targets set weekly, with all extended writing receiving a challenge to complete from the teacher. This is informal assessment and allows the teacher to show professional judgement as to whether the child has met a certain learning objective from that day or week. This is crucial to any child's progress as they will know quickly where they have gone wrong and are able to improve their writing through the editing process. Our children know what they need to do to get better and our teachers ensure that their targets are achievable in the short and long term. As our children get more experienced in editing and judging their own writing, as they go up the school, they may be given the opportunity to identify their own next step in editing conferences, which they can then act on in their next piece of writing. The teacher will be aware of this. This is set out clearly in our Marking and Feedback Policy.

Added to this, we also encourage the children to play a role in identifying their own strengths and weaknesses when it comes to their own writing. In KS2 the children are asked to assess what they have been successful in in their own writing and how they can improve in the short, medium and long term. This is mostly verbal however in UKS2 we try to document this as much as we can to show that the children are taking ownership of their writing and learning.

In the medium term we assess work to measure progress against the key year group objectives and end points, as well as to help us plan the next unit of work. We write assessment pieces termly in writing as a way of recording progress and checking this progress against key year group National Curriculum criteria. Comparing assessment pieces from the beginning of the year to pieces written in January for example can show progress very clearly.

We make long-term assessments towards the end of the school year, and we use these to assess progress against school and national targets. Writing is assessed by robust in-house moderation where children's work is assessed against National Curriculum age specific criteria and rubric checklists.

At the end of Key Stage 1 and 2 writing is assessed against the National Curriculum criteria which then informs our percentages of children who are at the varying standards. For both year groups, the standards that the children are judged by are Working Towards the Expected Standard, Working at the Expected Standard and Working at Greater Depth within the Expected Standard.

Inclusion

We always aim to have a wide ranging, fully inclusive writing curriculum that allows all children to access, engage and enjoy the tasks given to them. We have a rigorous assessment procedure where we identify those who are not performing and ensure steps are taken to accelerate these children's progress and improve their attainment. Children who are clearly excelling in Writing will also be catered for in terms of stretching them to get to mastery level within their own year group. We provide a broad and balanced education to all children and offer learning opportunities that are matched to the needs of individual children. Work and challenges given to children fully take into account current ability, SEN, IEPs and EHCPs, meaning all children are learning all of the time and catered for.

Intervention Programmes

Children are often, during class time, offered the opportunity to work in a smaller group with an effectively deployed Class Teacher or Teaching Assistant. This can be from any group within the class and is at the direction of the Class Teacher. This writing opportunity to work in a smaller or more focused group is important in helping children reach their full potential as writers. This in turn also allows us to evaluate the effectiveness of planning and teaching.

Monitoring and Review

The English coordinator is responsible for monitoring the standard of writing across the school and the effectiveness of the teaching of this subject. The standard of writing and effectiveness of teaching is monitored in several ways, most commonly through looking at the children's work in their books, pupil voice and by learning walks with internal and external bodies. Looking through the books and assessing the progress from point A to point B really helps us to monitor and gauge progress from term to term.

This document was approved and adopted by the governing body

Date _____

Name of Chair of Governors:

Signature of Chair of Governors _____