



**Holden
Clough**

Community
Primary School

Writing Policy

2020-21



Our Vision Statement

“A family of independent life-long learners that reach for the stars”

AT HOLDEN CLOUGH COMMUNITY PRIMARY WE HAVE ‘STAR QUALITY’

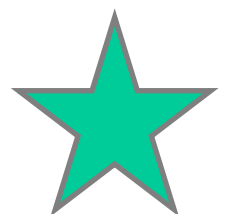
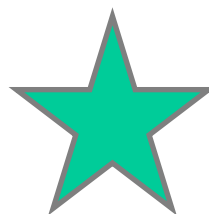
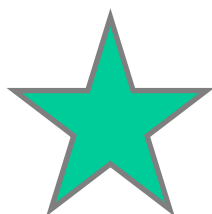
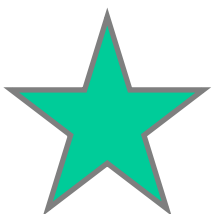
S- We enjoy change and challenge, demonstrating **STICKABILITY** in everything we do

T- We love learning and laugh a lot **TOGETHER**

A- We strive for excellence and **ACHIEVEMENT** in everything that we do

R- We value and **RESPECT** each other as friends and celebrate our differences

We are resilient...	<ul style="list-style-type: none"> • We are not distracted • We stick at it when we are in the pit • We take risks in our learning • We respond positively to change • We control our feelings and emotions
We are reflective	<ul style="list-style-type: none"> • We know what we are learning and why • We review our work and act on outcomes • We set realistic goals and criteria for success • We know how well we are doing and what we need to do to improve • We invite feedback and deal positively with praise, setbacks & criticism • We make changes to improve our learning?
We ask questions	<ul style="list-style-type: none"> • We express our thoughts as questions • We know what open and closed questions are • We feel confident to ask questions • We feel confident to challenge our friends or teachers' ideas • We ask 'why', 'how' and 'what if' questions
We are effective Participators	<ul style="list-style-type: none"> • We are good listeners and industrious learners • We organise ourselves, we are independent and work out our goals and priorities • We show personal responsibility, initiative, creativity and enterprise • We use a range of techniques to collect and organise information • We engage actively with issues that affect us and those around us
We make good choices	<ul style="list-style-type: none"> • We take informed and well-reasoned decisions, recognising that others have different belief's and attitudes • We take responsible action to bring improvement for others as well as ourselves • We discuss issues of concern, seeking resolution • We are accountable for our own actions
We work as part of a Team	<ul style="list-style-type: none"> • We work confidently with others, adapting to different contexts and taking responsibility for our own role • We listen and take account of others' views • We form collaborative relationships, resolving issues and reaching agreed outcomes • We enjoy using Kagan in lessons • We adapt behaviours to suit different roles and situations • We show fairness and consideration towards others



Writing Policy

At Holden Clough, community primary school, we believe that the mastery of written language is one of the most powerful gifts we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all.

Within the classroom, writing situations are creative and engaging and emphasise to the children the purpose of writing. We provide them with the opportunity to write in a variety of genres and for a wide range of purposes and audiences.

Intention

We aim for each child to:

- Have a positive attitude towards writing.
- Write with confidence, clarity and imagination.
- Understand and apply their knowledge of phonics and spelling.
- Write in a range of genres (including fiction, non-fiction and poetry).
- Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.
- Develop a technical vocabulary through which to understand and discuss their writing.
- Develop their imagination, creativity, expressive language and critical awareness through their writing.
- Have equality of opportunity regardless of race, gender or ability.
- Write clearly, accurately and effectively for a range of audiences and purposes.

Implementation

The writing process is planned using the Teacher's PAL folder and each unit of work follows the same route: creating interest, reading as a reader, reading as a writer and gathering ideas, writing phase and sharing work with an audience & independent application. In key Stage one and two, a new book is introduced to the children each half-term as stimulus for their writing, this is used as a basis for a narrative unit of work and a non-fiction unit of work. Shared and modelled writing takes place within the literacy lesson where the teacher demonstrates good writing practice to the children. Emphasis is placed on the correct language (both formal and informal) and text structure which is required for the relevant piece of writing. Working walls are used to display the writing process and support children's learning and progress – comprehension and understanding, identifying the linguistic features, planning, writing, editing and up-levering.

Effective marking for writing aims to help children learn and comments should be positive, constructive and provide the children with the next steps in his or her learning, which refer specifically to the child's individual targets. We also try and encourage cross-curricular writing opportunities, and it is an expectation that each class evidences at least two pieces of topic-related writing each half term. These should mirror a text type previously taught in literacy and hopefully

show clear progression. It is an expectation children write with the same vigour as in literacy in these lessons.

Writing Assessment

In KS1 and KS2, children's writing is assessed at least once every half term. The children complete pieces of independent writing in their literacy books and writing checklists, which are either stuck in the back of children's literacy books or kept in files at the convenience of the teacher, are used to assess children's progress, identify any gaps and inform new targets and planning. The writing checklists assess children's grammar, spelling, handwriting and composition. Teachers are set targets for the children throughout each half term and attach them to their literacy books. These targets are ongoing and are referred to through marking and changed once a child has completed/achieved them.

Moderation

Moderation is a very important process in our school and across our school network. Each year group meets three times over the course of the school year with our cluster network. At these meetings work is moderated from each school to ensure consistency in standards across the schools. We also have staff meetings where we compare the work of children from year groups and judge whether the child is working at the standard, below the standard or working at greater depth for the year group that they are in. We reference these against the National Expectations and do so with the help of an English consultant.

Impact

The impact of our writing curriculum is measured through learning walks, work scrutiny, formative and summative assessment, and pupil/parent/teacher voice. Subject leaders from across the local authority meet termly to evaluate and assess pupils learning.