

Condover CE (Aided) Primary School

Writing Policy

At our school we believe that children are at the centre of the writing process therefore '...formative assessment should actively involve pupils and help them to clearly understand how to improve their work'. In order that we give them the best experience of writing teachers have 'developed classroom approaches that embed effective formative assessment at the centre of children's experience of learning to write'. **Transforming Writing Final Evaluation Report November 2013**

Following guidance in the **Transforming Writing Final Evaluation** we acknowledge that formative assessment practices can foster positive characteristics of classroom culture including:

- 'Learning orientation rather than performance orientation
- An acceptance that mistakes and getting it wrong are an essential part of learning
- Mutual support for each other's learning; willingness to give and receive criticism; willingness to take risks in trying new ideas
- A shared language of assessment and feedback
- An emphasis on dialogue and exploratory talk to support thinking'

The writing process:

- Throughout the school teachers use Igniting Writing books to ensure we are consistently teaching the features of text types which are built upon each year.
- Each unit starts with a cold text which is analysed by the class teacher to see what features children already know and which features need to be directly taught through the unit of work. A grid to show the features which each child is able or unable to do should be used to record this cold task assessment these link to the criteria in Igniting Writing and the toolkit. On the children work features should be ticked.
- Teachers to show a range of exemplar material to support text type and allowing children to see the correct features of a text.
- Unit of work focus on teaching the features which the children are not secure using and extending their writing composition (National Curriculum)
- Where possible grammar features should be taught to the children in context of lesson (text type dependant)
- Teachers should model different parts to the children to ensure that they have a structure to support their own writing in class.
 - In our school modelled writing is teacher lead whole class write demonstrating how to apply the different features of the text types.
 - In our school focused guided sessions might be needed to further support children who are struggling or to extend those children by giving them more challenges and complex structures to work with.
 - In our school independent writing is when the children are asked to work without support.
- Next step marking (pink) is essential for the children to develop and hone their writing skills and part of the process that all writers go through. Children should be provided with sufficient time to complete their purple polish and this needs to be marked by the class teacher.

- At the end of a unit of work hot texts are used to assess the progress the children have made. Again children's work should be ticked to indicate features of the text type.
- Toolkits should be given to children when writing their hot text to remind them the different features which they should use.
- Teachers will use the features grid again to analyse the writing of the children by marking by each names which features children have shown in the hot text.

Assessment

- Assessment for learning is used in every lesson to adapt to the needs of the children, both in the short term and over longer periods of time.
- Children are part of the assessment process, using 'I can' statement which are at the front of their books (derived from the National Curriculum 2014) teacher and children have a dialogue about which areas they have covered and next steps.
- Children should develop their assessment of their own and others' work in order to improve, they should be given the opportunity to do this at different stages of the writing process using the features to support them. Teachers should model how to analyse a text and give feedback so the children have a structure to follow.
- The cold, warm and hot texts are to illustrate the progress individual children are making over the course of a unit of work.
- Teachers should use the Ros Wilson Big Write criteria to assess the children during assessment week. This assessment should take place over a number of different text types using the hot text writing as this is independent writing. The teachers should indicate whether the children are below expectations, working towards expectation, meeting expectation and exceeding expectations.
- Moderation of work will focus on ensuring the writing process is followed and look at the standards of writing against national expectations.
- Each half term every child will produce an unaided piece of writing to the best of their ability which is recorded in a writing journey book that will progress through the school with them.

Spelling is taught throughout the school following the National Curriculum 2014. Spelling should continue to be developed through all areas of the curriculum where writing takes place.

Handwriting is taught throughout the school using CCW cursive font as a guide to model correct letter formation. Teachers should model this style in all writing. (See separate policy)

All marking of writing should adhere to the school's marking policy. (See separate policy)

Writing in EYS

As soon as children begin school they are immersed in a language rich environment. In order for children to develop as good writers they must be engaged in tasks which have a range of purposes clear to the individual. They are encouraged to make decisions and take responsibility for their learning. Therefore activities are carefully planned to facilitate this.

Initially children use squiggles to represent words, this stage is often referred to as mark making. As soon as we begin to teach phonics the children become confident to use letter sounds rather than squiggles.

Children generally move on to writing simple sentences. Not all phonically decodable words will be spelt correctly and we would not correct these at this stage. However we would expect "tricky" words to be spelt accurately. We plan for modelled, shared, guided and independent writing.

For more information about writing in the Early Years please go to Early Years Information on the school website www.condoverschool.co.uk

Classroom environment

All classes will:

- Provide clear displays with examples of quality text
- Have toolkits displays to enable pupils to work independently
- A class writer of the week should have their work displayed
- Encourage the children to hold the pen comfortably and correctly
- Provide dictionaries, thesauruses and other word banks

Engaging Parents

- Parents will be informed of progress termly. During the Autumn and Summer Term the parents will receive short reports informing them of where their children are according to age expectations. A longer, more comprehensive report will be sent home in the Spring Term.
- All parents will be aware of what their children need to do in order to improve.