

Writing Policy

St Margaret's CEVA Primary School



Approved by: Headteacher

Date: Autumn 2022

Last reviewed on: Autumn 2022

**Next review due
by:** Autumn 2023

Writing policy St Margaret's CEVA Primary School

Intent

At St Margaret's we want to enable our children to become confident writers. Our English curriculum is underpinned by quality texts, often linking with our topic. Our curriculum ensures that the children are exposed to a range of text types across the year, allowing them opportunities to produce their own pieces of writing in these different genres. We select texts to inspire the children and widen their vocabulary, both spoken and written. We provide the children with lots of speaking and listening opportunities to develop their communication skills. In addition we ensure children are taught the grammar, spelling and punctuation skills that they need. We aim to instil a love of writing and literature by:

enabling children to develop their English skills confidently

- teaching children to write in a range of styles and for a variety of audiences encouraging children to work independently, in pairs and in groups
- teaching the children writing skills and enabling them to apply them across the curriculum
- exposing children to a wide range of high-quality texts
- celebrating writing across the wider curriculum

Implementation

Our English curriculum is based on the Power of Reading teaching, supported by additional materials. A high quality text is chosen, half-termly or termly which ensures that children are being exposed to a vocabulary rich curriculum. The Subject Lead ensures a wide range of text types is covered throughout the school. The relevant grammar, punctuation and spelling for each year group is planned to be taught each term and builds on what has previously been taught. We inform parents/carers of our topics and areas of coverage which enables them to support their children at home. Teaching assistants and class teachers are provided with the necessary CPD to enable them to effectively support the children's learning.

Impact

This will be seen in our English lessons with teachers adapting as they see fit to the needs of the children in their class.

Our impact will be demonstrated by the children in the class as they talk about their English lessons.

The impact of our teaching will be evident by the progress made by our children at assessment points throughout the year and by the number of children who leave St Margaret's having achieved the expected standard.

Our impact will be seen in the quality of the children's writing, in the passion they have for writing and in their ability to write in a variety of forms.

Children will be exposed to experiences that will develop them as writers.

All pupils will be encouraged to respond to weekly next steps, to consolidate their learning They will also be encouraged to peer and self-assess their writing in lessons to identify areas of strength and further improvement.

Assessment and Progress

The subject leader will monitor the standards of children's work and the quality of teaching in English.

Each half-term teachers in each year group will meet to assess a range of pieces of writing to ensure agreement and consistency between staff. Pupil progress meetings are held with the class teachers and headteacher to discuss pupils progress. The English Lead meets with Year groups termly to monitor progress.

Inclusion

We are committed to equality of opportunity regardless of race, gender, cultural background, ability or any physical or sensory disability. We aim to make the writing curriculum accessible to all and accommodate individual needs when appropriate. These needs include, but are not limited to, Special Educational Needs and Disability (SEND) and English as an Additional language (EAL). As such, teachers plan lessons to cater for different learning styles and aim to present materials using multisensory resources.

Role of the Subject Leader

The subject Leader is responsible for improving the standards of teaching through:

- monitoring and evaluating reading
- pupil progress
- the quality of the Learning Environment
- lesson observations and book scrutinise
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- ensuring that all staff share a common understanding of how to develop reading within the subject area.

Expectations of the class teacher

- implement specific teaching and learning strategies to develop writing skills
- make marking criteria explicit: when setting a writing task attention should be drawn to the specific features of writing that the teacher will be looking for.
- ensure writing resources are displayed in an attractive manner in each classroom.

Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resources, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed

Review

This policy will be reviewed every two years; or earlier if required in line with government legislation.

Signed:

Julie Febvre

English Lead and Assistant headteacher

August 2022