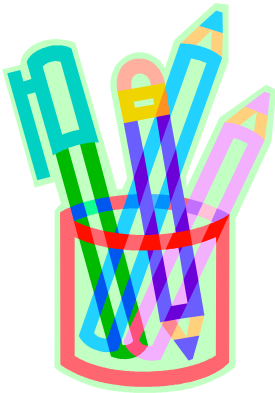




# Luncarty Primary School

## WRITING POLICY



## Writing

### Rationale

Writing is one of the ways in which we reflect, communicate and develop our ideas as part of language. It offers an essential passport to learning helping young people to achieve and be ready for their involvement in society and in work. As we communicate our thoughts and ideas in writing we need to be able to interpret and convey this in a variety of ways including digital technologies.

Developing and delivering learning opportunities with and through writing is one of the key purposes for improving learning and achievement.

This policy document sets out the school's aims, principles and strategies for the delivery of writing. It will form the basis for the development of writing in the school over the next few years. It has been drawn up in response to identified school needs, 5-14 curricular Guidance and developments linked with a Curriculum for Excellence to date.

We are committed to

#### **Developing successful learners**

When children and young people have competence in language and good literacy skills, they can gain access to all areas of learning. Developing their skills in talking and writing enables them to develop and communicate their thoughts and opinions effectively. Language facilitates more complex thinking and learning processes. Through their reading of literature, children and young people can be challenged in their thinking, encouraging openness to new and alternative approaches and ideas. Applying literacy skills successfully through technologies allows children and young people to engage with and express themselves using different media.

#### **Developing confident individuals**

Language is an important expression of identity. Effective communication helps children and young people to relate positively to others and interact successfully in different social contexts. Competence and confidence in talking, reading and writing are important to self-respect and are extended through the continued study of their own and other languages. Through their reading and writing children and young people can explore other people's experiences, emotions and relationships in the safe contexts of literature.

#### **Developing responsible citizens**

As they develop their abilities in their own language, children and young people learn to reflect and develop their ideas and stances. They can practice communicating their thoughts and feelings through talking and writing and learn to consider the thoughts and feelings of other people. They can participate in discussions, help to resolve conflicts and learn to play a part in influencing decisions and actions.

#### **Developing effective contributors**

Through expressing their creativity individually or as part of a group, children and young people can contribute to the life of their school and community through, for example, writing and sharing their stories and poems. As they progress, they can use their skills in writing creatively in increasingly sophisticated ways and share this work with others. Effective language and literacy skills enable children and young people to contribute to developing creative and enterprising ideas and communities. As they develop an awareness of audience and register, they can learn to communicate successfully in ways which are appropriate for different situations.

We recognise that these commitments are inter-related and inter-dependant.

## Policy Principles.

Our overall aim is to provide experiences in an environment which is rich in language.

From the early years, children can extend their skills in listening and talking and develop early reading and writing skills through appropriate play-based contexts. They need to spend time with stories, literature and texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

As children progress and develop, learning opportunities will be provided to all our learners with the knowledge and skills to confidently communicate and contribute thoughts and ideas to others in a variety of situations.

The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in practice.

Our associated aims are to:

- Develop the high level of knowledge and skills in writing which are essential for learning, work and life.
- Develop a secure understanding of how language works, and use writing effectively to communicate ideas and information for a variety of audiences
- Exercise children's intellectual curiosity by questioning and developing their understanding and use creative and critical thinking to synthesise ideas and arguments.
- Enhance children's enjoyment and their understanding of literature through their own and others writing
- Help children and other learners develop the necessary social skills to work collaboratively;
- Use different media effectively for learning and communication
- Ensure equality of opportunity for all

## Learning and Teaching

Teaching and learning approaches should create an environment within which writing can be developed meaningfully. The school writing programme will ensure that there is a well-balanced and progressive approach which can be applied across the curriculum from nursery to P7

. (See appendix 1: school writing programme)

## Planning

Planning for teaching and learning:

### Key features:

- Recognise the language and culture that children bring to school, making full use of opportunities for language activities and development arising out of the child's experience of family, school, local community and the wider world
- Writing can be in the context of any appropriate curricular area but the range of skills focus should be taught based on the school programme to ensure continuity and progression.
- The purpose and audience for the activities will be clear to the children
- The activities will be appropriate to the children's needs, being both supportive and challenging through modelling styles of writing and use of frameworks appropriate to the task.
- The activities will vary and take account of the balance across personal, imaginative and functional writing and include punctuation and structure and knowledge of language.
- Knowledge of language –punctuation and structure will follow the school programme being taught independently and in the context of writing as appropriate .(see appendix 2- punctuation and structure )
- Spelling will follow the school programme (see appendix 3) **To do**
- Handwriting will follow the school programme enabling children to form letters correctly ,leading to fluent legible handwriting
- Children will have opportunities to work independently and with others.
- Ensure assessment is an integral part of the planning process, including formative, summative and self /peer assessment to will inform next steps in learning.

Further support on planning and planning formats are available in the school Writing programme

## Assessment

Assessment in writing should be planned as part of the learning and teaching processes and should contribute positively to them. Assessment should not determine what is taught and learned, but they will offer information to allow the curriculum to be revised and methodologies to be rethought.

It is not possible or desirable to assess all of a class's activities in writing all of the time. The information needed to inform decisions on assessment may be chosen from the following sources:

- The day-to-day activities in which teachers and pupils work together in writing
- Specific assessment tasks set by the teacher
- Occasional procedures which enable the teacher to take a closer look at progress and needs
- National Testing materials, undertaken when the teacher judges the child to understand and can do the relevant level.

Teachers will assess children's writing and record next steps for them to develop and improve their writing.

Children should be encouraged to evaluate their own progress and discuss with their peers what they have done well and how they can improve their writing. Teachers need to be clear about the Learning Outcomes and share these with the children. This will inform both the teacher and children on their next steps in writing.

As part of moderation procedures all writing assessments will be carried out by the HT or PT.

## Recording

In order to track pupil's attainments, and to assist annual reports to parents and subsequent teachers, the following will be recorded and collected over the child's school life in each session:

- Examples of personal, functional and imaginative writing should be put into pupil profiles as evidence of attainment at a level in writing. Writing that is undertaken as a National Test should also be put in their profile.
- Assessment pro-formas to be completed in October, December, March and June.
- I.E.P's if applicable
- Pupil tracking information given to HT and printed copy from database.
- Pupil end of year reports.

## Reporting

### Reporting to Colleagues

- Information about children's progress will be discussed at forward planning meetings
- All recorded information throughout each session will be passed on to subsequent teachers.
- Towards the end of the summer term teachers will have collegiate discussion time to pass on relevant information about the children.

### Reporting to Parents

- Reports to parents will be given through consultation at parents evening twice per year.
- Opportunities for parents to consult about I.E.P targets and progress will be given as required throughout the session.
- Written reports will be issued in May before the final parent consultation evening
- Children will report to their own parents at an open afternoon in the last term.

### Feedback to pupils

Feedback to pupils in class from teachers indicating progress, strengths and next steps will be carried out in an ongoing basis throughout the session. This will be part of the planning, recording and reporting process.

## Staff Responsibilities

### Roles and Responsibilities

#### Head Teacher

- Ensuring the consistent implementation of the writing policy and school programme
- Relay information to parents on whole school developments through newsletters, leaflets and in the school annual report.
- Monitor the impact of writing developments on learning and teaching at all stages.
- Budget planning and updating writing resources.
- Co-ordinate all training required by staff.

#### Members of School staff

- Ensure that all pupil work is presented in a manner which is in keeping with the school Learning and Teaching policy.
- Plan, implement, assess and evaluate the school writing programme.
- Continually monitor and evaluate the impact of teaching and learning in writing on the children and feedback information to the HT.
- Ensure all children can access a range of appropriate resources
- Develop own skills as required through staff training to support the delivery of the curriculum

## Pupil responsibilities

#### Pupils have responsibilities to:

- Organise and carry out activities.(Plan, write and edit)
- Self and peer assess and identify, discuss and follow through personal targets supported by their class teacher.

## Resources

Resources for writing should:

- Provide a broad and balanced writing curriculum including active learning as appropriate
- Ensure that core skills are thoroughly reinforced
- Consider support and challenge needs.
- Support writing in the context of other curriculum areas

There is a wide range of resources within the school for all stages. These are stored in class areas or shared infant resources are in the play bay areas.

- Range of writing materials in nursery and infant classes
- Teacher support materials: Pelican shared writing .....
- Range of dictionaries, Thesaurus at a variety of levels
- Internet resources
- Each stage has a teacher writing folder with full information on the school writing programme.

## Equal Opportunities

All children have equal opportunities to access their curriculum and the resources required to support this...

In conjunction with Learning Support teacher, certain children with global needs or specific needs in writing to have an Individual Education Programme. Long term targets are established for the session and short-term targets are identified and reviewed 5 times over the year.

This I.E.P is used by class teachers to accommodate the individual needs of children not coping with the class programme of study.



## Monitoring, Evaluation and Review

This policy will be reviewed as part of the Three-Year Quality Assurance Programme. This is carried out by the Head Teacher and a working group. The Head Teacher will monitor the impact of the writing programme and policy as part of the school's annual quality assurance procedures.

Teachers' planning is reviewed as part of the on-going monitoring of forward plans carried out by the Head Teacher.

The class monitoring programme will have writing learning and teaching as a regular focus.

Sampling of pupil's writing work and discussion with pupils about this will be a regular focus each session.

Staff are encouraged to evaluate their own professional development activities.