



Struthers Primary Taught Writing Policy

At Struthers Primary School, there should be an extended piece of taught writing every week, this should be evidenced clearly in the 'Taught Writing' jotter.

All jotters should:

- Be labelled – pupil name, subject and class.
- Be dated each week with the long date.
- Be clearly titled each week with a range of genres.
- Be free from graffiti.
- Have learning intention and success criteria clearly stated.
- Have clear evidence of assessment and indicate who has assessed.
- Have evidence of differentiation.
- Have neat presentation.
- Have evidence of the marking code being used.

Planning Writing

Effective planning is crucial, as without a solid, internalised understanding of structure, children are likely to include excessive irrelevant information, events, or scenes in their writing.

- Planning must be differentiated, short, focused, modelled and used for retelling.
- Where possible, avert planning writing in full sentences, as this can reduce motivation for reluctant writers; instead, encourage more creative, flexible planning methods that inspire imagination and engagement.
- Children should be given the chance to briefly discuss their plan with a peer before beginning their writing.
- In Primary 1, planning evidence will be captured in the class floor book.
- In Primary 2 – 3, planning evidence will be captured through class discussion or in writing jotters.
- In Primary 4 – 7, planning evidence will be captured and stored within individual writing folders or personal writing jotters where appropriate.

Possible planning formats are:

- Mind Mapping
- Storyboard/story mountain/boxing up
- Drama Prompts
- Character Hot Seat

Taught Writing Lesson

In order to produce meaningful writing, children should be writing for real purposes and audiences. This places a responsibility on the class teacher to ensure they plan sufficient experiences of writing across all the genres listed below (where appropriate to stage) throughout the academic year:

Genre:	Explicit Teaching Term:	Topic Covered:
Poetry		
Discursive		
Instructional/Procedural		
Narrative		
Explanation		
Information Report		
Persuasive		
Recount		



Respect, Honesty, Inclusion, Responsibility and Kindness



- The contents for writing should be meaningful and linked to pupils' ongoing learning and personal experiences.
- The contexts for writing can be determined by the pupil and should contain an element of pupil choice.
- Writing should be purposeful and produced for a variety of audiences.
- Writing should be kept neat, with high expectations for presentation.
- Parents/Carers should have regular opportunities to read their child's writing at parents' night and will be encouraged to leave their child a 'love note'.



Marking and Assessment:

- The grid below should be populated and glued into the writing jotter for every piece of writing.
- A clear balance of teacher, peer and self-assessment should be evident throughout every jotter.
- Please indicate who is assessing each week by highlighting TA, PA or SA on the grid.
- Differentiation should be evident through the success criteria.
- From Primary 4 onwards, children should set 1 personal success criteria by themselves each week at the start of a lesson.
- Each success criteria will be assessed using our pink and green system:

Green for good if the success criteria has been achieved.

Pink for practise if this is an area that requires further development.

- Each term a different genre should be formally assessed using the Writing Assessment Grids to track progress and identify areas for development. Please note that the outcomes can be edited and differentiated to suit the specific task you have planned for assessment and individual needs.

Date:	Genre:				
LEARNING INTENTION:					
	Teacher- Assessed		Peer- Assessed		Self- Assessed
SUCCESS CRITERIA:					
All learners will					
Most learners will					
Some learners will					
My personal target today is to:					
 					



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Expectations for Feedback:

- Peer and self-assessment comments should be contained within the grid and link directly with the learning intention and success criteria.
- Teachers will recognise the comment on peer and self-assessment jotters for that week by writing 'I agree', marking a small smiley face or sticker/stamp.
- Jotters marked by class teachers should be marked thoroughly providing clear and meaningful feedback to support and identify next steps for each learner.

Example of clear and meaningful feedback:

- ★ Super range of openers used effectively to entice the reader.
- ★ Well done, you have used paragraphs well to structure your writing.
- ✦ Next time, try to include adjectives to build upon character description.

Assessment Process:

The assessment process can involve two, three or four people:

- The child – as the writer and first reader, and improver of specific sections of the writing.
- The peer – giving positive and constructive oral/written feedback.
- The teacher – highlighting positive sections of the text, giving oral and written feedback and clear specific steps for improvement.
- The parent/carer – reading their child's writing regularly and providing verbal comments.

For children to engage meaningfully in their learning, they must be able to reflect on and provide formative feedback on both their own writing and that of their peers. To help children make constructive and specific comments, the teacher must consistently model this process, discussing the learning intention and success criteria in detail at the beginning of each lesson. Peer and self-assessment comments should be directly linked to the success criteria.

Once this modelling period has taken place, it is then that the class teacher may wish to begin 'Rotational Marking'. Providing opportunities for children to experience teacher, self and peer assessment experiences throughout the academic year.

How 'Rotational Marking' can work in your classroom:

- Pupils are split into 3 mixed ability marking groups.
- You can place a coloured dot sticker at the top corner of each jotter to keep track of these groups or simply have names for each marking group and make the children aware of this.
- On your task board you might display something like this:

Marking Guide for Today's Lesson	
Blue	Peer-assessment
Green	Teacher assessment
Red	Self-assessment



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Feedback, both oral and written, should be clear and ensure children fully understand what they have achieved. Comments must explicitly highlight areas for improvement in their next piece of writing.

The feedback process is crucial, and students should be given the chance to engage with it. At the start of each writing lesson, pupils will be encouraged to set personal, targeted success criteria based on the feedback they have received.

Struthers Marking Policy:

Teachers should use a pink pen when marking and place the marking code in the left-hand margin. It is essential to provide students with the chance to identify areas for improvement and make any necessary adjustments.

	Green for good if the success criteria has been achieved.
	Pink for practise if this is an area that requires further development.
P	Find the missing punctuation (. , ? ! ...- () "").
C	Find the missing or misplaced capital letters.
//	A new paragraph is needed. Add this mark where it is needed.
?	This section of your writing does not make sense. Please look at it again.
abc	Your presentation could improve. I know you can do better.
^	You need to add a word in here.
SP	Spelling error.