

XII Apostles RCPS

Writing Policy



Mrs Marsden
September 2024

Date Approved by the Governing body;

(Chair): _____

(Headteacher):



INTRODUCTION
TWELVE APOSTLES MISSION STATEMENT

Our school's Mission Statement says

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs, helps us to keep these beliefs as the basis for everything we do, and gives us the purpose for all our work in Twelve Apostles.

Everyone will matter and be treated with love and will be helped to carry out their special role in God's World. In order for every child to fulfil their potential, we ensure they experience a broad, balanced and engaging English curriculum that is accessible to all. Writing is a fundamental form of self-expression and communication and contributes to success in all subject areas; thus, we strive to ensure children develop the necessary substantive and disciplinary knowledge to write effectively to fulfil their human potential in all curriculum areas and in future life chances.

STATEMENT OF INTENT

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1. Legal Framework

This policy has due regard to statutory framework including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Reading, Spelling and Handwriting Policies
- Assessment Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Homework Policy
- Parent Code of Conduct
- Behavioural Policy

2. Aims

At XII Apostles, it is our aim to provide a rich, comprehensive writing programme, offering children a range of opportunities to develop as enthusiastic, confident and effective writers, who write for purpose and enjoyment. As confident and competent writers, our children will have the opportunity to experience future career success leading to financial and economic well-being and thus, for many, escaping the poverty trap in an area of high deprivation.

- To consider themselves as writers and to develop a love of writing, gaining pride in their written accomplishments.
- To know how to plan, revise and evaluate their writing effectively.
- To have sufficient control over the mechanics of writing to allow for skilful progression.
- To embed basic substantive and disciplinary knowledge in order to widen their knowledge of vocabulary and grammar.
- To develop their writing so they are able to articulate, communicate and organise their ideas for the audience and purpose.

3. Roles and responsibilities (including monitoring & evaluation)

The SLT and Governing body are responsible for approving and monitoring this policy.

Subject Leaders responsibilities include:

- Providing strategic leadership and direction for your subject
- Producing LTP
- Reporting termly to Governors on standards in this subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area
- Monitoring pupil progress in your subject and reporting to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4. National Curriculum

Writing is predominantly taught through a cross-curricular approach following the DfE (2013) 'The national curriculum in England', 'English programmes of study: key stages 1 and 2' and the statutory framework for EYFS. This is underpinned by three prime areas

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

5. Cross-curricular links

Where possible, we teach using a cross curricular approach in order to make learning meaningful for the children. At XII Apostles, writing is predominantly taught during daily English lessons, although application opportunities are incorporated and interwoven throughout the whole curriculum.

6. Assessment and reporting

Writing is assessed daily through formative assessments and observations during English sessions and during opportunities across the whole curriculum, where appropriate. Teachers plan for informal application assessment opportunities throughout the curriculum to check and consolidate children's learning and progress. These assessments are used to utilise adaptive teaching methods to support and challenge the children – See appendix 2

Formal summative assessments are completed at two assessment points during the year and recorded on OTrack. Formal written assessment tasks are given at these points and are completed independently by the children. These assessment pieces contribute to each child's writing assessment folder, that documents their writing journey during their time at our school. They are used to help support teacher assessments and determine a summative judgement. Progress and attainment are monitored by the English lead and SLT during Pupil Progress meetings and through data analysis.

Children's progress and attainment is reported to parents termly (through 2 Parents' Meetings and one end of year summative report)

Writing targets

Writing targets are set at least every term and are shared with or created by, as appropriate, the children. These can be individual targets or group targets. Children are supported and encouraged to develop their substantive and disciplinary knowledge and so achieve the targets set.

Moderation

In school, moderation takes place at the two assessment points, and each teacher attends two cluster group moderation sessions to share and consolidate judgements. Portfolios of work are kept by the subject leader for future reference. All assessments help inform the end of year tracker. Progress and attainment are monitored by the English lead and SLT during Pupil Progress meetings and through data analysis. Appropriate interventions are given to identified children including Talk for Writing, language intervention, phonics bursts and Precision Monitoring.

7. Planning and Teaching

Units of work follow a writing process that begins with a stimulus (usually a high quality text or learning experience) and then progresses through the teaching and learning of the different aspects of writing necessary, as outlined in **Appendix 1**. Throughout each unit of work, every opportunity for developing and utilising speaking and listening is planned for, and elements of the Talk for Writing approach to teaching writing are incorporated.

Our children:

- experience a wide variety of high quality texts in order to stimulate, develop, appreciate and understand the purpose of writing.
- are given the opportunity to write for real reasons, for different purposes and for a range of audiences.
- are motivated to write through exciting and stimulating learning experiences that inspire the children's imaginations including visitors into school, trips out of school, themed weeks
- are motivated and encouraged throughout our school to be adventurous with their vocabulary and take risks with their ideas.
- access spelling, punctuation and grammar lessons, which underpin the writing process. These are usually incorporated within the writing process/unit of work but can be taught discretely where appropriate. They follow the outcomes expected for each year group. (See Spelling policy for further details)
- are given opportunities to develop and discover the links between the substantive and disciplinary knowledge of writing, reading, speaking and listening, drama and role-play.
- are encouraged to understand the power and influence of language and how it changes and develops over time and throughout the world.
- have the conventions of written and spoken Standard English modelled for them by all adults within school in order for them to develop their own abilities in Standard English
- have available a wide range of resources that they are taught and supported to use to enable them to become independent writers including dictionaries, thesauruses, working walls, word mats
- are taught to edit and proof read. They are exposed to a variety of strategies to enable them to do this effectively, including proof reading stations, pinking and greening strategies, editing tabs, self and peer assessment using success criteria, writing on every other line
- have the opportunities to develop and apply their substantive and disciplinary knowledge throughout the whole curriculum in an engaging and enjoyable way
- have the opportunity to share and celebrate their work with their peers in class or throughout the school on the Super Scribes wall.

Shared Writing

This provides an opportunity for teachers to explicitly model writing, including the thought processes that are required. Teachers make references to genre features, as well as word and sentence level work within the context of writing. Pupils listen carefully and this is their opportunity to observe the process of writing.

Guided Writing

Children are given the opportunity to work as part of a small group to complete a piece of writing with the support and guidance of their teacher and peers. The group work together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs as they arise. Guided writing sessions are used with the range of abilities represented

across the classroom and are planned carefully according to children's targets to promote progression in writing for all children.

Independent Writing

Children are given the opportunity for a range of independent writing activities, which clearly link, to whole class writing objectives. These tasks have an identified audience, clear purpose and cover all aspects of the writing process. Children are given the opportunity to self-assess and peer-assess writing, based on the created success criteria, and to celebrate and share their achievements. As a school, we encourage cross-curricular writing opportunities where possible, using our rich and varied curriculum as an engaging stimulus for the children.

Handwriting and Presentation

At XII Apostles, our children are taught to write legibly, fluently and at a reasonable speed. Please see the Handwriting Scheme and Presentation Policy for more details.

8. Resources

Writing is well resourced throughout school. These can be located in both key stages and include Super Sonic Friends programme as well as support for speaking and listening development including Talk for Writing materials.

9. Inclusion supporting pupils with SEND

We actively encourage all pupils to write for a range of audiences and purposes that are suitable for their writing ability, and this is reflected in the writing tasks and sessions. The school is committed to guaranteeing that nobody is victimised or discriminated against based on the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Writing is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching.

10. Parental Involvement: Home/School Reading

We strongly believe that parental involvement and encouragement can play a crucial part in pupils' writing development. Individual teachers introduce parents and carers to the school's writing policy through written information in the school handbook and the school website and any invitations to attend writing workshops. Parents have the opportunities to support their child's development in writing through the weekly homework provided.

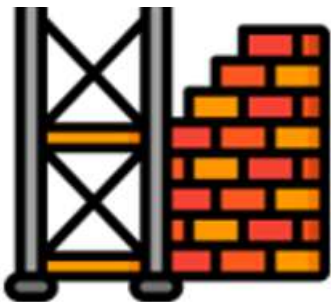




11. Monitoring and review

The effectiveness of this policy will be monitored continually by the head teacher. Any necessary amendments may be made immediately. This policy is reviewed every two years by the English subject leader and the head teacher. The scheduled review date for this policy is September 2026.

Appendix 1: The Reading & Writing Process



Appendix 2: Adaptive Teaching Strategies for Writing

Strategy:	Scaffolding	Explicit Instruction	Cognitive and Metacognitive Strategies	Flexible Groupings	Use of Technology
					
Writing	<ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Word banks • Writing frames • Sentence starters • Vocabulary with definitions • Working wall prompts • Dictionaries • Verbal - identifying and reacting to misconceptions 	<ul style="list-style-type: none"> • Adult Modelling • Learning broken into appropriate chunks. • Guided practice e.g. answering comprehension questions. • Adults breaking down instructions further during input. • Repetition • SALT 	<ul style="list-style-type: none"> • Checklists • Self-marking • Directed questioning • Live feedback given constantly 	<ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class • Peer feedback • Flexible interventions • Opportunity to work with different children in different sized groups. 	<ul style="list-style-type: none"> • Visualiser • Audio books • Youtube - explanation videos/performances/ reading of texts • Translator apps • Ipads – recording oracy tasks

