

# Writing Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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# 1. Writing Curriculum Intent

## 1.1 Aims of this Policy

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of writing. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the PAL file (A Toolkit for Planning and Assessing for Learning by B.C. Education Ltd.) and the Vocabulary Map for writing.

Our writing policy covers all of the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 1.2. A.S.K and Our Writing Curriculum

### SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that not only provides pupils with the required knowledge and skills in writing, we provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We use the acronym **A.S.K** (Attitude, Spirit and Knowledge).

### Writing provides opportunities to promote the following:

**Spiritual development:** Through helping children to clarify their thoughts, express their emotions, and to encourage their artistic expression.

**Moral development:** Through helping children to explore moral issues in both stories and non-fiction texts, and to discuss opinions and values in their writing.

**Social development:** Through helping pupils to express themselves and communicate with others.

**Cultural development:** Through helping children to understand the cultures of others when exploring texts that have been influenced by beliefs, customs, values and backgrounds.

## 1.3. Intent of Our Writing Curriculum

Our writing curriculum is intended to enable children to acquire skills which will be learnt, applied and revisited throughout each year through a variety of text types and genres. Writing skills progress year on year, as existing skills are extended, and new skills are acquired. Writing is composed of two main elements: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, our children are taught how to plan, revise and evaluate their writing. All of these elements are taught through high-quality picture books, which we use as a stimulus for high-quality writing.

**Our aims are also underpinned by the National Curriculum aims, which state children should:**

- > acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- > appreciate our rich and varied literary heritage
- > write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- > use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

## 1.4. Writing Curriculum Organisation

**How the writing curriculum is organised:**

- > The curriculum for writing is specifically designed for children to build on prior knowledge and skills. Due to the inter-related elements of writing, as well as our mixed age-classes, it is designed so children revisit skills regularly, extending and applying them in a range of different text types, genres and subjects.
- > The Nursery and Reception classes teach literacy as part of the Statutory EYFS Framework. Writing is taught through RWI phonics as well as short literacy inputs. Opportunities are also provided for children to write when learning through play.
- > EYFS and KS1 children are taught writing through the RWI scheme, which ensures synergy between the sounds taught, reading, and writing. The purpose of this is to develop writing automaticity in order that children write fluently by the end of KS1 so that they can meet the demands of the KS2 curriculum.
- > Any KS1 child who has completed the RWI scheme is taught writing in a daily literacy lesson in line with the rest of the school (below).
- > After completing the RWI Scheme, children are taught writing through high-quality texts which are matched to the level of the phase.
- > Each unit of writing is highly structured and broken down into phases: reading as a writer and writing as a reader, building up to an independent piece of writing.
- > Grammar and punctuation is taught through contextual examples in the quality text.
- > Text types and genres are organised across each phase to ensure full coverage.
- > National curriculum objectives for writing are organised in the P.A.L. File (A Toolkit for Planning and Assessing Learning by B.C. Education Ltd.), to show how specific strands progress year upon year.

## 2. Writing Implementation

### 2.1. Planning

Planning for each unit of work is done on the school's agreed format for Medium Term Planning. This planning format makes explicit the links between prior and subsequent learning, sets out the pedagogical approach, makes clear how learning will be differentiated, and the vocabulary to be secured.

EYFS use a different planning format due to the inter-related nature of their curriculum, but this planning makes clear the writing objectives for easy monitoring.

Planning is shared across the phase so that children access the same learning, and teachers share the planning workload.

Planning is stored on the shared server for easy access and monitoring.

## 2.2. Resources

- > Copies of texts for each unit of work are kept in classrooms.
- > Copies of PAL files are kept in classrooms.
- > If new texts are required, the writing subject lead is responsible for placing orders.
- > Staff may request new texts pending approval through the writing subject lead.

## 2.3. Teaching and Learning

Literacy units of work alternate from fiction to non-fiction; the two text types being linked together by a high-quality picture book. Poetry is also taught. Objectives for the units of work are taken from the PAL File, which breaks down National Curriculum objectives into smaller steps.

Literacy units of work for KS1 and KS2 follow a specific structure, beginning with a 'creating interest lesson' and reading and analysing a text (a high-quality picture book or film clip). SPAG (Spelling, punctuation and grammar) skills are taught linking with the text. Children plan, write, edit and present their own versions of the text, whilst applying the SPAG skills they have been taught.

In Year 1, children continue to follow the Read Write Inc. scheme of work for phonics, which includes writing words and sentences. Children who complete the scheme before the end of Year 1 begin literacy lessons that follow the structure outlined above.

Writing skills are applied across the curriculum when writing in other subjects.

## 2.4. Inclusion

Teachers set high expectations in writing for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > Able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study writing, wherever possible, and ensure that there are no barriers to every pupil achieving. For example, the writing curriculum is mapped so that learning steps can be broken down to match a child's cognitive stage. Where there are physical barriers, appropriate adaptations will be made to ensure children can access the learning. Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. Writing lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 2.5. Assessment and Recording

- > Children are assessed formatively in writing on a daily basis during lessons where verbal feedback is given at the time of writing to support and extend learning. Children also receive written feedback when their writing is marked (see the feedback policy for more details). Following this, subsequent lessons / units are adapted as needed, making use of AfL (assessment for learning) strategies.
- > Children are assessed using summative assessment in writing four times per year, or more frequently for specific children or groups of children as necessary. Judgements are made from a range of unaided writing in the children's books.
- > Writing judgements are moderated in key stage teams and with other schools in EYFS, Year 2 and Year 6.
- > Writing judgements are recorded on Insight Tracking.

## 2.6. Roles and Responsibilities

### 2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for writing
- > Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in writing
- > The school implements the relevant statutory assessment arrangements
- > It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 2.6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of writing, including those aspects which school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- > The amount of time provided for teaching writing is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of writing
- > They manage requests to withdraw children from writing, where appropriate
- > The school's procedures for assessment of writing meet all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 2.6.3 Subject Lead for writing

The writing leader will:

- > Be the advocate for writing in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in writing and disseminate relevant information to staff
- > Provide or source appropriate CPD to all staff, or targeted groups/individuals, as required
- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of writing and use to inform action planning and subject development
- > Report findings of monitoring to SLT and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner
- > Monitor to appropriate storage and responsible use of stock
- > Co-ordinate any display of writing work.
- > Ensure the subject leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

### 2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

- > Ensure that the writing curriculum is implemented in accordance with this policy
- > Engage actively with professional development and feedback in writing in order to improve teaching and learning

## 3. Impact

### 3.1 Expectations

- > [See the National Curriculum for writing.](#)

### 3.2 Monitoring and Evaluation

The subject leader will create an annual timetable of monitoring and share it with SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the writing action plan.

### 3.3 Methods of Monitoring

Methods of monitoring writing may include:

- > Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks
- > Interviews or questionnaires with children
- > Interviews or questionnaires with staff/parents
- > Looking at books or recorded work
- > [other methods of monitoring you might use]

### 3.4 Purpose of Monitoring

The purpose of monitoring is so that subject leaders, SLT and Governors can answer the following questions:

- > What are the standards in writing across the school?
- > Does the writing curriculum meet our statutory requirements?
- > Does the writing curriculum keep up-to-date with local and national changes?
- > Is the writing curriculum effectively organised and applied for our context?
- > Is the writing curriculum being implemented effectively and in line with this policy?
- > Where is there evidence of high-quality teaching and learning? What is enabling this?
- > Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?
- > Do we have sufficient resources to implement writing effectively?
- > What is the current picture in writing? What enhances provision? What are the barriers?
- > What are the development priorities for writing?
- > Is assessment in writing effective? How do we know?
- > What are the priorities for staff development?
- > Are resources being effectively and responsibly managed?

### 3.5 Recording and Reporting Monitoring

Subject leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires
- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- > Meetings with subject link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

### 3.6 Policy Review

This policy was written by Kellie Wilson (DHT) and Juliette Reynolds (subject leader) in July 2023.

It will be reviewed by the subject leader every three years, or sooner if required.