



Writing Policy

Rationale

It is our aim to enable all pupils to communicate and comprehend through the written word using a wide range of formats, matching style to audience and purpose.

Purposes

1. To enable and encourage pupils to communicate their ideas and thoughts through the written language.
2. To develop an awareness of the variety of formats and genres that can be used in presenting written work.
3. To encourage pupils to produce independent written work and develop a lifelong commitment to writing as a vital skill.
4. To embed grammar and punctuation confidently into writing.
5. To encourage children to take pride in the presentation of their work.
6. To write confidently using a variety of genre.

Assessment

Assessment is an integral part of the learning and teaching process. A balance between formative and summative assessment will be used to:

- provide pupils with clear and regular feedback
- assist learners and teachers to plan next steps
- evaluate the effectiveness of teaching

At the beginning of each unit children will complete a piece of writing on the new genre to highlight the gaps in knowledge. Teachers will use this to inform planning and target setting. At the end of the unit, children will complete another piece of writing to show progression throughout this genre. Over a term, teachers will level all pieces of writing to make judgements about pupil attainment in writing. This levelling should be based on existing national assessment criteria including APP guidelines.

Pupil Self and Peer Assessment

Pupils at each stage should have the opportunity to participate in self-assessment and peer assessment.

Monitoring and Tracking

Monitoring will be carried out by the Literacy Co-ordinators and Leadership Team who will regularly sample pupils work from each class and discuss children's progress with teaching staff.

All staff are encouraged to engage in professional dialogue to ensure that there is a shared understanding of standards. There will be opportunities for staff to take part in moderating pupils' work. These opportunities to share the standard will lead to increased teacher confidence and better progression for pupils from one level to the next.

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