



Parkside Primary Academy Writing Policy

Writing vision statement

INTENT

'At Parkside everyone Cares' our vision in creating a safe and nurturing environment for each child so that we can instil **confidence** and **resilience** is clearly supported through our writing curriculum. Parkside has a higher than national average number of children who are SEND (particularly ASD) and Pupil Premium. Many children enter our school with limited communication and language abilities, which in turn, affect their personal and social skills.

Our writing curriculum is designed precisely in response to this and allows the development of pupil's oracy and wider understanding of language and vocabulary. At its foundation, we have identified ambitious and thought provoking texts that are **aspirational**, literary- rich and intrinsically linked to our entire cross-curricular themes. We then strategically teach generic language patterns through repeated oral rehearsal to enable children to retrieve language and structures quickly and confidently resulting in **excellence**. Children will learn how to develop a range of texts types as they move through school from EYFS to Year 6 as well as the compositional and grammatical skills as stated by the National Curriculum. This application of skills to a variety of text types and genres allows children to be exposed to a variety of writing styles and authors, appealing to their personal voice and allowing them to reach their full potential.

Research shows (EEF Improving Literacy) that this approach results in extensive improvements in literacy especially for those who struggle with reading and writing. This approach has been developed specifically with our SEND pupils in mind who, research has shown (EEF high quality teaching for pupils with SEND guidance) benefit from repeated oral practice and consistent high quality teaching approaches. Having their needs at the heart of the writing curriculum, allowing teachers to make learning personalised, meeting the needs of all pupils resulting in all pupils making progress as stated by the SEND Code of Practice 2015 & Equality Act 2010.

AIMS

Staff and governors of Parkside, aim to ensure all of our children develop a genuine love of language and the written word, through a focus on Oracy and a text-based approach in our writing; this links closely to the way we teach reading, as text study



informs and inspires our writing sequence. Our text choices reflect the rich diversity in our school population.

The writing curriculum at Parkside Primary is driven through the use of high quality texts from the CLPE, children's literary classics and award winning authors chosen to link strongly with the wider curriculum. This approach allows teachers to model quality authors, who have crafted excellent examples of writing.

Using these texts, teachers then strategically plan a balance of writing outcomes (which includes fiction and non-fiction) designed to give all learners with a purpose and intent for writing as well as increasing their depth of writing knowledge and skills.

Embedded in these plans are spelling patterns, vocabulary and grammatical structures which will be found in the texts and across the curriculum topic being studied. SPaG is also taught discreetly alongside curriculum lesson so that pupils gain skills in identifying and investigating these skills as well as applying them in context. Consequently, equipping pupils with all the proficiencies they will require to write with **confidence, aspiration, resilience** and **excellence**.

CURRICULUM COVERAGE AND PROGRESSION

See separate document for coverage [here](#)

PLANNING SEQUENCE

Our writing sequence progresses through four phases. Each phase is vital in the process of writing.

Phase 1 is where children are fully immersed in the topic of their current curriculum focus and creates a supportive classroom environment. All classrooms follow the same principles in their learning environment thus making it consistent through school and safe for children to explore independently:

- purpose, audience and text type are displayed
- aspirational texts to investigate are displayed
- investigation shows an ongoing process
- vocabulary is central to the writing and is developed through reading and cross curricular learning
- writing skills are displayed, modelled and shown through pupils work

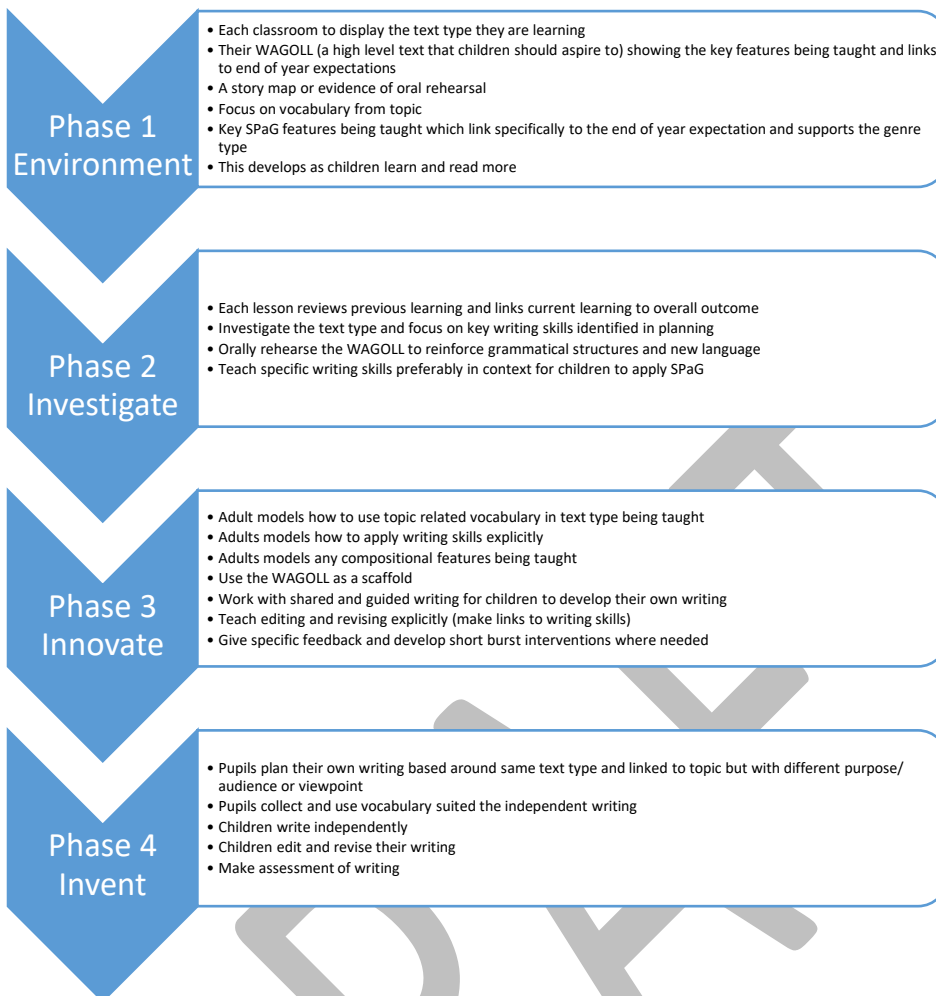
They read aspirational class texts and investigate them. They compile extensive vocabulary lists to understand and use later in their writing. All of this is completed alongside cross curricular areas that have key cultural, environmental, community driven aims.



In phase 2, children are introduced to a key text which they will orally rehearse full or sections of it to support their grammatical understanding and structures. This reinforces the earlier investigation of the text type and allows them. They are given audience and purpose to their piece of writing. They are also taught new grammatical, punctuation, spelling or compositional skills which suit the given writing and text type – all linking the end of year expectations which sit within the National Curriculum.

Phase 3 is specifically designed to support all children into the writing process. The teacher models using scaffolding and explicit instruction how to create a piece of writing using all of the vocabulary and writing skills that have been taught previously. Editing and revising skills will also be taught in this phase as it is key for our pupils to understand that learning is a journey we all take and things are very rarely perfect the first time around. This creates a supportive opportunity for particularly pupils who struggle to engage with writing to begin in a non-threatening environment. It also creates a verbal thought-provoking monologue for children who are or have potential to reach greater depth. It allows them inside the mind of a writer and specific choices which are made when writing. This phase gives support to those who need it but also freedom to those who can mould it.

In phase 4, pupils now have all of the skills and confidence needed to write completely independently. This is not to say independent writing has not taken part in previous phases as for many pupils it will have. This phase is designed for pupils to write around the audience and purpose given at the beginning of the writing sequence. They will be completely immersed into their topic and have bought into their purpose thus giving them reason to write. Pupils edit and revise theirs and others work to create a final piece. Some teachers may choose to turn this into a polished piece as it suits their purpose for writing whereas others may be completed at the editing stage showing the journey that the pupil has been on. Teachers will use this writing to make their summative assessments to inform their next writing sequence.



ASSESSMENT AND FEEDBACK

Continuous feedback is a core part of how teaching and learning takes place at Parkside Primary. Teachers continuously assess and provide feedback within and over series of lessons. They do this by:

- providing and assessing against LO and SC each lesson (that are linked to EoYE)
- using these assessments to group children or give 1:1 support in the next lesson so that they can all make progress
- Be explicit about where the learning fits into their journey so children understand the purpose
- Explain in clear, succinct language the SC so that pupils can assess themselves or others
- Use the SC to actively mark during the lesson so pupils make instant progress by responding to feedback



- They highlight the LO and SC appropriately so that pupils know what they have achieved and need to work on (see marking and feedback policy)

At the end of phase 4, staff use pupils work to complete a single sheet assessment for the whole class. This assessment sheet identifies key weaknesses for individuals, groups and/or the whole class. These are grouped into different areas of writing for example grammatical, punctuation and spelling. The teacher then uses these to plan their next writing cycle, form a judgement of a pupils writing ability and inform parents at points throughout the year.

Teachers working Years 2 and 6 will conduct their assessment based on National end of year expectations and their feedback will also be in guidance with feedback from Local Authority moderation comments around 'over marking'.

MONITORING AND BENCHMARKING

Writing is monitored in a variety of ways at Parkside, in line with the Trust's Benchmarking system. We explore the strengths and areas for development by looking at pupils' books, conducting learning walks, evidencing learning environments, monitoring planning, investigating data and most importantly, speaking with the children.

From this extensive monitoring, leaders and governors are able to achieve an overarching view of writing in the school. By working alongside staff in this process, we can also pin point areas in which we can develop further or introduce some CPD. CPD is planned either as a whole staff, for groups of staff or on an individual basis dependent on what is needed. It is the responsibility of SLT to provide or source this training.

REMOTE LEARNING OFFER

The class teacher will upload work onto Class Dojo between 8.30am - 3pm and will provide feedback during those times. The teacher will decide what materials are most appropriate for the individual child. When a bubble or Phase Pod is in lockdown, remote education in core subjects and wider curriculum will continue. Teachers will model via recorded video (10 to 15 minutes) what is expected in learning for each of these lessons. This should equate to 4 to 5 hours of learning at home. The content they will be teaching will be the same content that they would normally deliver in class.



REVIEW

This policy will be reviewed annually by the PHSE subject leader with the leadership team, shared with the school community and approved by the Local Governing Body.
(Policy will be ratified by Governors at the November 2021 meeting)

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