Gascoigne Primary School
Writing Policy

Rationale:
At Gascoigne Primary School, we recognise that English skills underpin all elements of the school curriculum, and are an essential life-skill. Considering the fundamental importance of Speaking, Listening, Reading and Writing in everyday life, we are driven by the need to develop each learner’s writing ability, thus enabling them to play a full part in society.

Aims:
1) To foster an enjoyment of writing amongst pupils, and a recognition of its value through:
   - Providing a stimulating curriculum and school environment which places the development of Writing skills at its heart.
   - Providing meaningful contexts and quality texts as the inspiration for writing.

2) To ensure the teaching of Writing is effectively planned, and responsive to learners’ needs, through:
   - Planning the teaching of both Writing composition and Spelling, Punctuation and Grammar (SPAG) in conjunction with the National Curriculum / Gascoigne “I Can” statements as appropriate for the age/ability of the children.
   - Employing effective assessment procedures (both formative and summative)

3) To best enable the development of writing skills, through preceding Writing with quality Speaking and Listening / Drama activities.

4) To maximise the progress of pupils through teaching Writing to learning-focused objectives, with related success criteria.

5) To provide pupils with a clear model for how to meet lesson objectives and thereby become effective writers through delivering:
   - Clear and regular teacher modelling of the thought processes and standards required.
   - Interactive and engaging Shared Writing sessions
   - Guided Writing sessions targeted to the needs of groups of learners.

6) To enable pupils to understand how to improve their writing through timely and effective feedback.

7) To be a “Writing School” in which:
   - Pupils engage in a wide variety of opportunities to write throughout the school day and beyond.
   - The importance of Writing is promoted by all adults, and quality writing is routinely celebrated.

8) To create a culture of continuous improvement amongst staff at Gascoigne, in which:
   - Teachers and TLA’s engage in regular peer to peer mentoring / dialogue around best practice in the teaching of Writing.
   - Teaching staff are able to access support and clear modelled examples of quality teaching from the SLT and other experienced colleagues.
### Long Term Planning and Curriculum Maps

The teaching of Writing at Gascoigne occurs in the following stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Children follow the RWI Phonics scheme, with accompanying Writing books</td>
</tr>
<tr>
<td>Year 2</td>
<td>Children who are yet to reach _____ follow RWI Phonics. Children who have reached _____ follow &quot;Literacy and Language&quot;</td>
</tr>
<tr>
<td>Years 3 – 5</td>
<td>Most children follow the RWI “Literacy and Language&quot; scheme (see implementation policy on pages ____ )</td>
</tr>
<tr>
<td>Year 6</td>
<td>(Until June 2017) Planning is provided by the Year Group team in response to the needs of the children. (After June 2017) As for Years 3-5</td>
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</tbody>
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- In addition to the above:
  - Teachers in Years 3 – 6 use the “Cornerstones” creative curriculum as a stimulus for the teaching of Writing for one week every half term.
  - Teachers in all year groups plan a week of writing activities and a specific extended writing outcome based on a “Whole School Writing focus” (or whole school “hook”) that is organised by the Writing Team once per half term.

**For greater detail on the procedures followed for the schemes described above, please see individual scheme implementation sections below**
Years R – 2: RWI Phonics
Years 2 – 6: Literacy and Language Scheme at Gascoigne

Resources and Classroom Management

- The various Behaviour Management (e.g.: Team Stop signal) and feedback collection strategies (e.g. Pop-corning) should be used at all times.
- Children should never be directed to put their hands up to answer a question (see scheme-specific feedback strategies).
- Pupils should sit in carefully chosen mixed ability pairs, as this enables the less able learners to have role models. The more able are also challenged through the expectation that they provide reciprocal teaching for their partner through clarification and explanation.
- All classes will display the Unit objectives and “Evaluation Criteria” on their learning wall throughout the unit.
- Content on Learning walls should be current and reflect the learning undertaken the previous day, that day, (or to come). See separate guidance on Learning Walls.
- Each class should also have an additional display reflecting the flavour of the unit, and in particular displaying (copies of) pupils’ writing.
- Laminated A4 “What?” and “Why?” cards should be displayed on the learning wall, and should also be available for the teacher to refer to when informing / questioning pupils about the purpose of activities.

Unit Planning

- Notwithstanding any planning taken directly from the L+L Handbook, the meeting of NC objectives for each year group is paramount.
- In addressing the above, it should be noted that objectives will need to be revisited and reinforced throughout the year.

- L+L Units will occur over 5 weeks.
- Not all content described in the scheme needs to be taught (for any given day, or across a week).
- Each unit will lead to a total of three pieces of extended writing. These will be: one piece of heavily-modelled fiction writing, one piece of non-fiction, and a more independent extended outcome from the “Progress Test” (teachers may choose fiction or non-fiction for this).
- Each final outcome (modelled or independent) will appear in the Writing Journey book. The modelled pieces will be redrafted after completion in the Lined book as follows:
  - The first draft (completed in the Lined book) should be routinely marked, and the information gathered from the standards produced by the whole class will be used to provide comprehensive verbal feedback through the “Pen of Power” lesson (see scheme info). There would then be a significant amount of red pen editing by the child.
  - The 2nd draft (completed in the Writing journey books) should be deep marked, with reference to National Curriculum targets / I can statements for the year group. The pupils’ responses to this marking must be evident in the subsequent piece of work in the Writing Journey book. They should also complete a few sentences as a “follow up task”, allowing them to practise the improved understanding that you wish them to show in the next piece of work.
- The independent piece of work in the Writing Journey book would also be deep marked.
- Please remember that there is still a requirement to complete one piece of deep marking a week, so you will need to determine which earlier pieces of work “Write 1” for example, will also be deep marked in the earlier part of the unit.
• Before a unit is taught, decisions about what content to include will be taken based on thorough understanding of the expected outcome at the end of the unit. Each activity will be scrutinised and evaluated in terms of:
  o The contribution it would make to that outcome
  o The needs of the class
  o Time constraints
• The “What?” and “Why?” for every activity should be entirely clear to teachers, pupils (and observers). For every activity undertaken, pupils should be able to articulate why they are doing it with reference to the impact it will have on their writing at the end of the unit.
• Considering the above, and before the PPA session, YGLs will devise a proposed scheme for the unit, through determining which elements from the handbook will be taught.
• During planning, the outline for the unit will be agreed by all members of the year group team.
• A significant and engaging “hook” is a pre-requisite for every unit. This must be discussed and agreed with the SLT Link / Writing Leads before the PPA session.
• The scheme material should run for no longer than 5 weeks per unit. This will include approximately 2 days on a Progress Test which will be completed in the Writing Journey book. Following this:
  • Week 6 will be devoted to a whole school writing focus. Weeks 7/8 (if appropriate) will be planned to address year group issues (eg: grammar / sentence level work)

Individual Planning
• After the unit planning has been agreed, individual teachers are then responsible for producing their own annotated planning / personalised prompt sheets for each lesson. These may be written on the formats provided by the scheme, or may be included as part of the “teacher modelling” book (see below).
• Individual planning will be monitored by SLT.
• All teachers must keep a “Teacher Modelling” book, which will contain the modelled examples to be shared with the children. How this book is then used in lessons is up to the teacher to decide, however best practice would see it used as a “special journal” that the children aspire to emulate.
• All taught writing activities should feature in the teacher modelling book.
• Teacher modelling books will be monitored alongside pupils’ books.
• The handbooks must not be used during lessons.

Sharing and Documenting Learning Intentions
• A Unit Overview document must be stuck in pupils’ books at the start of each unit.
• The overarching Unit objectives contained on the overview document should be numbered and referenced in the margin, for all recorded work. Pupils should refer to these objectives throughout the unit, and must be directed to understand what the purpose of each activity is, with reference to them.
• Following the Unit Overview, the fiction “Marking Rubric” for the unit should be stuck in books. This is completed by the teacher to encompass the detailed outcome expectations for the extended piece of fiction writing to be completed at the end of the unit. Children are expected to refer to / annotate the Marking Rubric throughout the unit, and will use it to complete a detailed self-assessment of their final extended writing outcome.
• On completion of the fiction element of the unit, the Marking Rubric for the non-fiction element should be stuck in, and used in the same way.
**Recorded Learning**

- As per the T+L policy, learning in English lessons should be recorded on 4 out of 5 days a week.
- Every piece of Recorded Learning should be accompanied by numbered references to the Unit Objectives, in the margin.
- Generally speaking, pupils should be writing every day (or at least, on 4 out of 5 days a week). It is likely that where the handbook may refer to only writing a couple of lines, teachers will wish to extend this significantly.
- Pupils should write the most appropriate title for each piece of recorded learning – this should be included on the unit plan, and could be (for example) a title for the pupil’s own story, a sentence level concept etc.
- The title should only be “Daily Log” if the main focus of the Recorded Learning is taken from the Daily Log activity from the handbook. In these cases, it is likely to be an activity that is reflective about progress within the unit / the contribution of that day’s learning towards the end outcome / the direction of the unit.
- Obviously, where the plan for the day involves an extended piece of Writing, (Usually “Write2” / “Write 3”) then this would be the learning that pupils record in their book. As described above, the title should not be “Write 3”, but rather something that reflects exactly what is being recorded.
- If a lesson involves multiple shorter writing tasks, then these should be captured under one title that describes the purpose (eg: Developing quality vocabulary in preparation for Writing).
- As an additional self-assessment activity, at least one piece of recorded learning per week should end with a “Why?” statement by the pupil, reflecting on how their learning in this activity will be of value in the end of unit writing outcome. This would be recorded at the end of one of the preparatory tasks ahead of the main unit writing outcome.
- The “Daily Log” activity does not need to be recorded every day, however it should always be conducted (possibly orally, within a plenary). As per the guidance above, there will occasions (for example when the main activity has been Drama focussed) when the Daily Log task from the handbook would be the most appropriate activity to record.

**Differentiation / Inclusion**

- A per the T+L Policy, differentiation should be through the degree of support provided to enable all learners to access the lessons. To this end, it is expected that scaffolded support prompts including word banks will be provided for those who need them.
- The way in which pupil pairings are used to enable all pupils to make progress, forms a significant part of this.

**Marking and Feedback**

- All pieces of recorded learning must be marked, including an acknowledgement of progress made against the unit objectives referenced in the margin (eg: Reading Objective 2 met).
- All pieces of recorded learning should be self-assessed by the pupil (traffic light system), with specific reference to the unit objectives referenced in the margin.
- The unit Marking Rubric should be visible in books, and used to mark against.
- One in four pieces of recorded learning will be marked in detail, to include:
  - Specific success criteria for the writing stuck in books (underpinned by the unit Evaluation criteria)
  - Green / Pink highlighting of the SC / within the pupil’s work
  - Positive comment (related to SC)
  - Next Steps (related to SC – or extending learning) and scaffolded response task, directing pupils to address gaps in their learning.
• The first draft should be routinely marked, and using the information that you gather from the standards produced by the whole class, comprehensive verbal feedback would be given through the “Pen of Power” lesson. There would then be a significant amount of red pen editing.

• The 2nd draft (in the Writing journey books) should be deep marked, with reference to National Curriculum targets / I can statements for the year group. The pupils responses to this marking must be evident in the subsequent piece of work in the Writing Journey book. They should also complete a few sentences as a “follow up task”, allowing them to practise the improved understanding that you wish them to show in the next piece of work.

• The independent piece of work in the Writing Journey book would also be deep marked.

• Please remember that there is still a requirement to complete one piece of deep marking a week, so you will need to determine which earlier pieces of work “Write 1” for example, will also be deep marked in the earlier part of the unit.

Home Learning and “The Big Question”

• Pupils should complete a response to one of the “Big Questions” as their Home Learning for Writing every week. This should be done in their Home Learning Book.

• The question to be addressed should be chosen as part of the Unit Plan, so as to best contribute to the flow of the learning within the unit.

• It may be necessary to provide differentiated scaffolding to enable all pupils to access the task.

• The quality and impact of the Home Learning will be a focus of monitoring.

Over-arching Principles underpinning the teaching of Writing at Gascoigne

Planning

• Every class has at least five hour-long literacy lessons a week. These are supplemented by at least one additional discrete Grammar lesson.

• For all classes, individual lessons are planned to meet the needs of each class, in line with the “I Can” statements for Writing. See below (“Assessment of Writing”) for further clarification.

• Clear learning-focussed objectives and related success criteria are provided for every Writing lesson.

• Differentiation occurs through providing different degrees of support to enable all children to meet the objectives stated.

• Pupils complete LO-focussed activities throughout every lesson.

• An engaging “Hook” or “Way in” to writing is planned for the start of every unit of work.

• Planning for Writing is recorded on the agreed proformas.

The Role of Drama

• Drama activities (eg hot-seating / freeze frame / conscience alley) should precede each writing task.

• All drama activities contribute to the achievement of learning objectives and their success criteria.

• The skills required to meet these objectives should be modelled to the children.

• It is likely that Drama lessons / activities will involve the elicitation of vocabulary from the children. This vocabulary should be scribed, and used during the subsequent teaching of Writing.
The Teaching of Writing

- Writing composition must be taught explicitly to the children every week. The reinforcement of this teaching will also feature across the full range of subject areas.
- The teaching of Writing is further supported by a "Learning Wall" for Writing in every classroom (see Appendix 2: “Learning Walls at Gascoigne”)
- The teaching of Grammar should be contextualised within the teaching of Writing Composition, and exemplified during Shared / Guided Writing (see below).
- The thought processes involved in writing should be directly modelled to the children through both Shared and Guided Writing sessions:

  **Shared Writing**

- Shared Writing takes place during whole class teaching, where ideas are shared and discussed.
- The sessions should be pacey and interactive, with (for example) the teacher making intentional errors / the use of whiteboards by pupils for the quick composition of ideas.
- These ideas are recorded and refined by the teacher, modelling the skills needed to be a writer.
- The Shared Writing session primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar.
- Children then have the opportunity to practise and extend their own writing independently, or in a Guided Group.

  **Guided Writing**

- Every day, both the class teacher and TLA conduct a learning objective-focused Guided Group.
- In this session, a common learning need is targeted with a small group of pupils. Ideas are shared and discussed and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process may be repeated as necessary.
- Children then evidence their progress independently, using the guidance to inform their own writing.

  **Recorded Learning**

- Evidence in Literacy planning / the Lined books must demonstrate that children are developing writing skills every day.
- In order to emphasize the specific skills that are being taught, extended writing tasks are underpinned by clear success criteria. These must be reproduced in books and are used for assessment purposes.
- The expectations for extended writing will vary across year groups but will always involve children being expected to apply the skills that were modelled to them, and thereby meet the given Success Criteria.
Assessment and Evidence of Pupil Progress in Writing

Formative Assessment and Pupil Targets

- Pupils’ developing abilities as writers are assessed through ongoing formative assessment. This process occurs through daily interactions with learners, marking and pupil conferencing. Ongoing formative assessment enables teachers and pupils to derive targets for improvement, which are captured through the Personalised Coaching Folders (PCFs).
- In particular, the areas for development identified by detailed marking (particularly of independent writing) will inform the setting of pupil targets, which are recorded in the Personalised Coaching folders.
- Teachers will also track pupils’ progress against the curriculum “I Can” statements on Target Tracker. This will enable them to identify trends for individuals and groups, and thereby tailor planning accordingly.

Summative Assessment

- As for all core subjects, class assessment data for Writing is captured every half term. Assessment judgements are derived through analysis of progress against the I Can statements and the agreed methods used on target tracker to convert these to Steps. (See Assessment Policy).
- The Personalised Coaching folders are also used to assess pupils’ overall attainment in writing, with each child’s progress being monitored each half term.

Evidence of Progress

- In order to provide evidence of children’s progress, each pupil will produce at least one piece of independent (un-modelled) writing per unit of work (approximately one per half term). The independent piece of writing will be of the same genre as one of those that was taught during the unit.
- Year groups should aim to ensure that the six independent pieces cover a range of genres across the year.
- In Years 2 and 6, it is likely that more than six independent pieces of Writing will be conducted, in order to provide sufficient evidence to assess pupils against the criteria on the ITAFs.
- Independent pieces of writing will be completed in a separate book (“Writing Journey”), providing clear evidence of the child’s progress.
- Notwithstanding the above, evidence from the Lined book may also be used to support any judgements made against the “I Can” statements. However, teachers should be mindful of the degree of modelling that occurred where non-independent pieces of writing are being used for assessment purposes.
- Children may make use of wall displays and / or a success criteria checklist in completing work in the Writing Journey books.
- All pieces of work in the “Writing Journey” books should be marked in detail with sufficient immediacy to enable pupils to understand their areas for development (pink / green highlighting, clear recognition of progress against success criteria and next steps, with evidence of children’s responses – see Marking and Feedback policy for further information on detailed marking).
- Detailed Marking in Writing is not limited to independent pieces of work and should occur with the regularity specified in the Marking and Feedback policy.
- The areas for development identified by detailed marking (particularly of independent writing) will inform the setting of pupil targets, which are recorded in the Personalised Coaching folders.
- In EYFS children’s mark making is assessed daily, according to the Development Matters document.
Wider Opportunities to develop pupils' writing abilities: “A Writing School”

- In support of curriculum Writing, pupils at Gascoigne develop as writers through a wide range of additional targeted provision. All adults in school evidently promote the importance of writing.
- The whole school environment (in particular the building and grounds) should inspire pupils to write throughout the day (both during lessons and at break times).
- Displays throughout the school emphasize our commitment to improving writing.
- Pupils are referred to or self-access a rich range of quality extra-curricular Speaking and Listening / Writing activities (eg: Broadway Theatre Drama Group / Poetry Recital Group / Creative Writing Club / Philosophy Debating Group)
- A school newspaper (“Gascoigne’s Voice”) is produced on a half-termly basis, researched, written, and edited by pupils. A team of pupil journalists report on school / community events, and teachers are also encouraged to use the prospect of inclusion in the paper as an incentive for children’s writing.
- Pupils are encouraged to contribute to the school website, creating a sense of ownership.
- Pupils are encouraged to articulate the fact that they are part of a “Writing School” and that they are “Improving Writers”.
- Strong links exist between the school and the Broadway Theatre in Barking, expanding pupils' cultural horizons.
The Teaching of Basic Skills:

1: Grammar

Rationale:

At Gascoigne Primary School, we value the importance of enabling children to become confident, literate individuals, who are able to deliberately select and use a wide range of grammatical forms. We work from the principle that the ideal vehicle for the teaching of Grammar is through the wider teaching of Writing composition.

Aims:

1) To successfully deliver the National Curriculum for Vocabulary, Grammar and Punctuation to all pupils, as appropriate to their learning needs.

2) To ensure that the teaching of Grammar is effectively planned for through selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text / unit being covered.

3) To maximise the progress of pupils through referring to grammatical concepts as key teaching points (underpinned by success criteria) by “thinking out loud” during writing composition.

4) To feedback on pupils’ understanding of grammatical concepts through marking / pupil conferencing.

5) To improve outcomes for Gascoigne pupils in SPAG tests.

Procedures

- Grammatical concepts are introduced to the children through the texts studied. Teachers plan to teach the full Vocabulary, Grammar and Punctuation content of the National Curriculum, selecting which concepts are best suited to each given text / unit.

- Lessons, or sections of lessons may then be devoted to consolidating the understanding of the grammar principle in question. Evidence of this teaching will appear in the Lined Book.

- Grammatical concepts will then appear as success criteria in writing composition lessons, and as such will be explicitly referenced / exemplified during modelled writing (eg through teachers “thinking out loud” / making deliberate mistakes).

Assessment

- Pupils’ learning in Grammar will be assessed against the (National Curriculum derived) targets on Target Tracker. Progress against the expectations will be discussed with the children via their “Personalised Coaching Folders”

- Progress will also be validated and monitored through the use of summative tests.

2: Spelling

- Spellings are given once children are able to spell most of the common exception words.

- Children are taught to follow the LSCWC (Look, Say, Cover, Write and Check) procedure when learning new spellings.

- Spellings are sent home for children to practise over the weekend.

- Spellings are assessed once a week.
Spellings are assessed by the writing of individual words and / or by dictated sentences depending on the ability of individual children.

3: Handwriting

- Children in all classes start off using a sharp pencil to write.
- All classes use the Nelson scheme to develop a consistent and fluent handwriting style.
- A “Pen License” may be earned by children (most likely in KS2) whose handwriting is joined and legible, and where the child’s general standards of presentation are very good.
- All children work towards the use of joined handwriting in their everyday writing tasks. Where progress on this appears to be slow, additional tailored handwriting support is organised.
- Timetabled Handwriting lessons occur every week.
- The handwriting of all adults in the school should reflect the high expectations that we have of our children.

Review Date: September 2017
Appendix 2: Learning Walls at Gascoigne

- *This appendix sets out the rationale and expectations behind the use of Learning Walls as a means of enabling pupils to make progress and independently overcome barriers to learning.*

Every teacher has the following action step as part of their Appraisal objectives:

“Create and use current and interactive Learning Walls to enable pupils to make progress.”

The use of Learning Walls is therefore to be viewed as absolutely fundamental to our shared vision for Teaching and Learning at Gascoigne. Expectations around their use are non-negotiable.

**What are Learning Walls?**

A Learning Wall provides a key reference point for pupils to be used throughout their learning within a particular topic or unit. It should build up over time, providing a visual record of pupils’ progress, and their developing understanding. The display will help to promote independent investigative work and foster greater curiosity.

**What are they for?**

In providing interactive visual stimuli to support pupils, learning walls help to create a classroom environment that:

- is challenging and stimulating
- makes learning accessible to all, enabling pupils with various learning styles to access lessons.
- encourages learners and shows appreciation of their progress
- fosters a working atmosphere
- supports the development of independent learners.

**What should they include?**

Learning Objectives / success criteria for a lesson are likely to be displayed on or near the learning wall. Key targets or success criteria for a whole unit should certainly be included. Accordingly, the importance of Learning Walls in helping to create a learning-focussed and purposeful environment is enshrined within our Teaching and Learning Policy:

“All our classrooms have a designated ‘Learning Wall’ … which tracks the pupils’ learning over a half term. This wall includes objectives … key vocabulary, photographs, pupils’ quotes and work samples.”

*These elements are in addition to modelled examples written by teachers.*
How will their use be monitored?

When monitoring the use Learning Walls, we will look for the following points:

1) Learning is current
The material should relate to the current topic, and should therefore be changed at least every half term.

2) Examples of pupils’ learning showing the processes involved
The learning wall should contain elements from key moments in the learning within a unit (eg: brainstorming / key features of a genre / contextualised grammar concepts supporting writing etc)

3) Elements of teaching and pupils’ responses
Walls should contain key words / concepts, and examples of sentences or paragraphs illustrating the expected learning. Pupils should have the opportunity to respond or add to these examples (eg through whiteboards / post-its etc)

4) Examples of ‘finished’ product/outcome expectation
As a unit develops, a learning wall might contain an example of an expected outcome created by the teacher. This would be annotated to highlight key features etc. As the learning progresses, examples of pupils’ work would be added.

5) Callouts used to question/prompt
All learning walls should ask open questions, extending children’s interest in / understanding of a topic.

6) Relevant vocabulary
All Learning Walls will support EAL learners by providing support with key topic vocabulary.

Learning Walls should be seen as communal learning spaces, onto which pupils should be encouraged to contribute. The class should feel as if ownership of the content on the learning wall is shared.