

BRAMLEY PARK ACADEMY



WRITING POLICY

Bramley Primary School is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: Amy Spiwey

Date: December 2024

Writing Policy

Rationale

Writing has a pre-eminent place in education and indeed everyday practice at Bramley Park Academy. Bramley Park Academy teaches all children to write fluently so that they can communicate their ideas and emotions to others. It is a tool for everyday life: A way of viewing and making sense of the world. It is used to communicate information and ideas and to share views and experiences. It also provides the materials and means for creating new imaginative worlds to explore.

Aims and Objectives

- A positive attitude towards writing and an awareness of the fascination of prose;
- Competence and confidence in grammatical knowledge, concepts and skills;
- An ability to articulate successfully, to reason, to inform or entertain a specific audience
- An ability to communicate meaning;
- A desire and skillset to use and apply writing across the curriculum and in real life;
- An understanding of writing through both composition and mechanics.

Organisation and Teaching Approaches

At Bramley Park Academy, we teach English as whole class lessons. As a result, all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and support staff target their support using minute by minute assessments to enable all children to achieve at an age-related level wherever possible. A typical lesson involves using a graduated progression “I do, we do, you do” model to develop secure understanding before application. It exposes children to explicit and high quality modelling in order to equip them with the understanding of how to achieve the desirable outcome. It is largely focused on our curriculum at the core and thus writing is meaningful and has context whilst also deepening understanding and providing seamless and immersive learning opportunities.

Writing in Early Years

Writing in the Foundation Stage aims to build basic skills which will be built upon in later years, objectives are taken from Development Matters and exemplary guidance that the LA have produced. Areas of provision within the classroom support Writing, ensuring children are able to access throughout the day to practise and develop skills being taught. In addition, daily writing lessons take the form of direct teaching based upon rich, high quality literature, which is followed up by enhanced activities placed in areas of provision in the classroom which may be accessed independently or supported by an adult. Our writing long term plan begins with Reception and writing genres are mapped out and are based around engaging, diverse and age appropriate texts.

G & T Children

Within the daily Writing lesson teachers provide activities to support and challenge children who are more able in Writing. They are taught within the daily Writing lesson and are able to

take part at their level through the challenge of the activity, sometimes with the support of a Teaching Assistant and other appropriate activities and resources which the teacher plans into the daily Writing lesson.

Equalities

All children at Bramley have an equal entitlement to access the writing curriculum and make progress in order to attain the best they can in the subject.

Monitoring Teaching and Learning

This will be undertaken by the Subject Leader and other members of SLT.

Areas to be monitored will be decided at the beginning of each term and will be recorded on the Monitoring Calendar so that staff are informed. Results of any monitoring will be fed back to staff quickly and to SLT at their meetings so that any action required can be carried out effectively.

Assessment, Feedback and Record Keeping

Assessment will be ongoing throughout the school year. Staff will use the end of year objectives and end of block Extended Writing at key assessment points, and additional support or challenge will be identified early by class teachers and the SLT. Marking should be in line with the school's Marking and Feedback Policy.

Roles and Responsibilities

Leadership in Writing focuses on raising attainment and improving the provision in the subject. Through links to other areas of the curriculum the subject engages pupils and staff so that learning develops and improves.

1. Subject Leader:

- Supports teachers in their planning and teaching;
- Lead by example in the way they teach in their own classroom;
- Prepare, organise and lead INSET, with the support of the Head teacher;
- Work co-operatively with the Inclusion Manager;
- Monitor different aspects of Writing teaching and learning feeding back to SLT and staff on findings and future actions.
- Attend INSET provided by LA literacy consultants or other schools within the trust;
- Be available to discuss with the head teacher, class teachers, parents and literacy governor the progress of Writing in the school.

2. Class Teachers:

- To deliver a Daily Writing lesson to their pupils which is engaging and motivating, inline with the school's BRAMLEY model and informed by the curriculum. Teachers must also strive to ensure it is accessible to all children.

3. Pupils:

- To develop their skills, understanding and attainment in writing through engagement with the lesson, behaviour conducive to learning, independent work and thought and confidence to challenge or ask for help.
4. Parents / Carers:
- To support their children's learning in writing by taking an interest in their child's progress, encouraging the children to complete written homework and having a good relationship with the class teacher so that queries and problems regarding writing can be dealt with easily.

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