

Writing at Cranford Park Primary School

What we do		Why we do it
Writing	Assessment of Prior Learning	Teachers use the outcome of the previous write to identify any gaps in the children's skills and knowledge. Teachers build at least one other outcome write within their unit - apprentice write or a site of application write, where children apply skills learned previously. These are used to identify any next steps to address within this unit and in a subsequent unit of work. They identify gaps within children's technical skills and those at a composition level too.
	Assessment	<p>Teachers share the learning journey with the children at the start of the unit and at the start of every lesson. These are stuck in at the start of unit of work. Children use these learning journeys to self-assess where they are in their learning and reflect on their own learning. Children can identify whether they have achieved these skills in their final outcome write. Children correct any errors using purple polishing pen.</p> <p>Teachers use assessment for learning within the lesson to pull small groups of children, to address misconceptions via mini plenaries or provide individual verbal feedback that will move the learning on. Verbal feedback is identified in the margin with a comment specifying the focus.</p> <p>Teachers follow the Marking and Feedback policy with a more detailed, in-depth mark for longer writes and outcome writes. These allow teachers and children to be really clear about the next steps for these children.</p> <p>Marking identifies groups for guided writing sessions, and any misconceptions that need to be addressed.</p> <p>Summative assessment - teachers assess the writing of their children against the Literacy Tree RADE assessments and KPIs and using the exemplification materials 3 times a year. The data is be analysed and discussed at Pupil Progress Meetings.</p>
	Re-visiting 'sticky' knowledge	At the start of a lesson, children will respond to any feedback in their books. Should this not be necessary, then children will be given a dictation sentence to complete. This will include any grammatical element they have been taught and needs revisiting and any commonly misspelled words.
	Planning	Writing is taught through 'Literacy Tree' using high quality texts as the driver for writing. A Literacy Tree writing journey includes grammar and spelling teaching within the journey. Each unit lasts for between 10 and 20 sessions. The units meet the requirements of the National Curriculum for grammar, spelling, vocabulary, literacy language and composition. This leads towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear. Each unit is mapped out with a knowledge organiser which contains the learning journey for the unit, tier 2 and 3 vocabulary as well as the shorter and longer writing outcomes.
	Teaching	Writing will be taught for at least 45 minutes in each class daily. Lessons use the I do, we do, you do approach as an input. This enables a succinct, clear, modelled input and then provides children with sufficient time to write, applying their skills. During the lesson, teachers will use guided writing groups - personalised, targeted teaching to close the children's gaps; flexible groupings based upon their feedback from the children's work the previous day. Alongside this, teachers will address any misconceptions or errors in the moment by providing 'over the shoulder' verbal feedback, therefore enabling the children to make progress with their learning. Teachers may also pull groups of children back to them as required based on assessment for learning within the lesson. Teachers may use 'mini plenaries' to address any common misconceptions or to celebrate a child's writing, that will move on the rest of the class. Teachers may also use split inputs.
	SEND	Teachers ensure that learning is matched to the children's ability. Teachers use a range of variation and scaffolds to support and develop the child's learning further. Strategies include substitution tables, word counters, my turn, your turn, widget and colourful semantics etc.
	Resources	Each unit of work is supported by a high-quality text, which provides excellent examples of sentence structures, vocabulary and punctuation. Where necessary, children use counters and multilink to help them remember their sentences. All KS2 children write in blue pen. Word banks, complex speed sound charts, models of writing, use of the writing wall will all support children's writing.

	Broader Writing Curriculum	Writing opportunities are included in all foundation subjects. Writing happens in every subject, either as a reflection or as a more developed write.
	Moderation	As a school we attend external moderation events as part of the SHARP Alliance at Elvetham Heath Primary School. The year 6 teacher attends moderation with a smaller cluster group meeting as part of Yateley Schools. We also have internal moderation within the school setting termly before our data drops.
	Other writing opportunities	There are opportunities for writing in other subjects.