

# TALBOT SPECIALIST SCHOOL



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## Writing Policy

RATIFIED:

Chair of Governors

DATE: 3<sup>rd</sup> March 2017

# **TALBOT SPECIALIST SCHOOL**

## **Writing Policy**

### **MISSION STATEMENT**

Opportunity and achievement through partnership

#### **Aims of the school:**

At Talbot Specialist School we aim to provide:

- A dynamic, personalised curriculum
- Student centred learning
- Partnership with families
- Enrichment of learning through the wider community
- A celebration of our cultural diversity
- Multi-agency support
- Choices and opportunities on leaving school

### **RATIONALE**

At Talbot Specialist School we believe that every child has the right to high quality teaching and learning opportunities that help them develop essential writing skills which are functional, providing them with the opportunity to reach their potential whilst at school and after they leave.

Writing permeates throughout the entire curriculum and this is reflected through the timetabling and time spent on literacy activities, as well as the emphasis placed upon written communication in all other curriculum areas. Our writing curriculum is text and phonics driven and students explore writing through activities derived from a broad and balanced range of texts and topics. Throughout the school week students will engage in high quality writing opportunities and use a range of approaches in writing. These include mark making with different parts of their body, using art materials such as sponges and paint brushes, moving hands through substances of different textures such as sand or flour, air writing, over writing, writing over dots, hand over hand writing, supported writing, guided writing, under writing, typing and independent writing. Our students also access learning about graphemes through gross motor movements in the pool and sports hall, stories and interactive technology which makes writing more accessible to our students. For many of our students writing is an emergent learning experience and includes holding, positioning, movement, fine and gross motor control as key developmental skills.

Written activities often include a social dimension where staff and students work closely together with physical contact e.g. when tracing a grapheme on each other's hands or when both holding a writing implement. It is also a key social enabler when used for communication, e-mails, texts or programming technology. As such we value written activities as a great way to begin, maintain and sustain relationships. Spelling Punctuation and Grammar are viewed as being intrinsic to all writing opportunities and learning experiences and as such will be incorporated into planning.

As students develop their writing skills further, this incorporates writing in a range of different formats such as lists, stories, posters and poems for a range of different audiences. We write to record, to

persuade, to inform, for pleasure, to entertain, to communicate and to develop functional transferable life skills. Students often generate a range of texts for sensory stories, power points, symbol books and talking books for their peers around school

## **AIMS**

- 1) To promote functional transferable writing skills which empower our students in their daily lives.
- 2) To promote inclusivity and the full involvement of all students, through the different writing opportunities identified above.
- 3) To recognise that 'writing' takes many forms in the Talbot context that we develop through carefully selected and differentiated activities based upon accurate, systematic and meaningful assessment.
- 4) To create a writing environment that is open accessible and welcoming to students, staff, parents/carers and all other stakeholders with consideration given to positioning, location, writing implements and level of support.
- 5) To celebrate our students' written work through sharing and displays.
- 6) To provide appropriate accredited learning.
- 7) To promote mutual respect, believing that we all (staff and students) learn from each other and that we are partners in learning. This is shown through teamwork, peer groupings, writing groups reflective practice, clear communication and the sharing of knowledge and new experiences.

## **OBJECTIVES**

**We will promote the development of writing through supporting students to –**

- Develop their writing skills to enable them to write as clearly, accurately and as coherently as they are able. This includes work on spelling punctuation and grammar, and handwriting at an appropriate level.
- Write for different purposes, contexts and audiences adapting their styles and language.
- To have access to writing aids such as grips, vocabulary sheets, writing boards.
- To create environmental print in the form of posters etc. and enabling students to become increasingly independent.
- To develop students' functional writing and their ability to inform people of their choices to determine their own futures through creation of a range of texts.

## **RESPONSIBILITIES**

### **Governors**

It is the responsibility of governors to:

- Ratify and review policy documentation and monitor its' implementation through regular visits to school and meetings with staff and students
- Establish a process for developing and/or reviewing policies
- Produce written policy statements where appropriate.

## **SLT**

It is the responsibility of the Senior Leadership Team to:

Ensure that all students are able to learn in a safe environment where their achievements are valued and celebrated.

Ensure curriculum documentation is produced in line with curriculum policy.

Support the implementation of policy and curriculum plans across school.

Develop assessment, recording and reporting in line with school policy.

Monitor overall progress in all areas.

## **Phase Leaders**

It is the responsibility of the Phase Leaders to:

Ensure that students within their phase feel safe, challenged and are respected.

Celebrate achievement and progress, along with SLT, parents / carers.

Oversee the planning and delivery of the curriculum within their phase.

Liaise with the English Coordinator

## **Teachers**

It is the responsibility of class teachers to:

Complete medium and short term planning for all subject areas.

Plan enriching learning activities which are appropriate for the needs of the students.

Keep evidence of learning and progress and celebrate the achievements of each student

Apply appropriate interventions for students not reaching their full potential

Personalize learning to the individual needs of the students

## **PRACTICAL CONSIDERATIONS**

Writing is embedded in our curriculum throughout the school in the following ways:

Appropriate differentiation and intervention to support writing such as symbol support, writing frames and templates, picture support, level of support, expectations and positioning choice of resources.

Assistive digital technology such as interactive whiteboards, tablet computers will be used to enhance the writing experience as necessary.

Skillful combination of 'bottom up phonics based learning with emphasis upon GPC (Grapheme Phoneme Correspondence) with top down immersive text based learning and SPAG.

Accurate assessment, evaluation and monitoring which informs future learning opportunities in a systematic way. This will also provide knowledge about the optimal conditions for 'writing' in all its forms for each student such as medium, level of support

A commitment to the identification and appropriate management of physical aspects of writing which some students would have specific difficulties with and work closely with the OT to identify supporting strategies and equipment.

