



Highshore School

Writing Policy

Rationale

At Highshore we believe that Writing is a key area in helping students reach their potential, not just in learning, but in life. Learning to write is more than just putting thoughts to paper. It is learning to express oneself, fulfilling daily life activities such as filling out a form or maintaining friendships through such activities like writing emails, letters or texts.

Aims and Values

Our Aims and Values are embedded within our Writing curriculum. This is described below:

Aims and Values	Writing focus
Independence	Students are taught the skills that will allow them to express themselves both verbally and written methods.
Self-help	Students are taught functional skills such as filling out a form or writing their CV.
Communication	Writing helps students develop their expression, be it through written words, verbally, symbols or AAC.
Kind	Stories help develop students' understanding of what it means to be kind, fair and equal. Genres such as fables, biography or history all can share stories that teach students how to be kind, fair and equal. Reading a wide range of texts and discussing with others helps develops these values and embeds in students what each means.
Fair	
Equal	
Treat others how as we want to be treated	

Roles and responsibilities

Who?	Responsibility
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Senior Leadership Team	To support the Literacy lead in fulfilling their role as part of the whole school curriculum, ensuring pupil progress remains high and consistent.
Middle Leaders (Literacy Lead)	To monitor the progress and teaching of Writing throughout the school.
Teachers	To ensure all students have appropriately challenging Writing outcomes within the Cognition and Learning strand.
Teaching Assistants	To support all students in achieving their Writing outcomes.

Structure/Approach

Writing covers the following strands, as set out in the National Curriculum, which we at Highshore focus on:

Learning to write (*e.g, the mechanical aspect*)

- Fine motor
- Transcription (Handwriting)

Writing for meaning (*e.g, creative and purposeful writing*)

- Composition
 - Fiction: *Narrative, Traditional tales, Fairy tales, Familiar settings, Science-fiction, Fantasy, Adventure, Fables, Humorous, Dilemma, Poetry*
 - Non-fiction: *Instructions, Recount, Non-chronological report, Explanation, Persuasive, Discursive*

Writing Rules

- Vocabulary, Grammar and Punctuation (Sentences)
- Transcription (Spelling)



These strands are covered through a thematic approach that is demonstrated within the corresponding Curriculum Map.

Teaching

Despite the wide range of learners, all Writing (or Literacy) lessons/activities should include the following non-negotiables:

- Planning that follows the curriculum map
- High quality teaching
- Individualised outcomes with clear next steps
- Use of support staff
- Use of Makaton or other strategies to support understanding
- A high standard of presentation in books
- A wide range of learning activities that are recorded in student books e.g, photos, student individualised work sheets
- Feedback that moves on student learning

Writing is supported through interventions such as Colourful Semantics. Other interventions and approaches may be drawn upon to meet specific student needs.

Assessment

Writing progress is measured against individualised outcomes, which are based on a range of sources. For example, some students may have outcomes based on the Early Learning Goals or adapted National Curriculum outcomes.

Progress is recorded against these outcomes as follows:

- *Not yet Developed (ND)*
- *Emerging (Em)*



- *Developing (D)*

- *Established (E)*

- *Generalised (G)*

Progress is measured against these outcomes twice a year, with monitoring that takes place throughout by the Literacy lead and SLT. Each half term, the Literacy lead and SLT will monitor progress against outcomes through a series of structured book looks, observations and student voice.

EHCP

Writing is represented in EHCP outcomes under the Cognition and Learning strand. These are the same as the pupil outcomes which are written termly. Each student should have at least 1 Writing outcomes, based on either mechanics (such as Fine motor) or composition based.

Staff training

Each term a Literacy Meeting is held which incorporates staff training. Staff inset days also have a Literacy component.

Policy Review

This Policy will be reviewed every three years by the Literacy Coordinator and the Deputy Head. Where appropriate this will include consultation with staff.

Rosie Molloy, Literacy Coordinator

Samuel Croyle, Deputy Headteacher

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