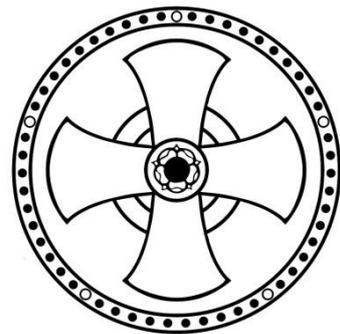


Our Lady of Lourdes Catholic Primary School

Writing Policy

March 2018

Live
Love
Learn



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1. Aims

This policy aims to outline the teaching and learning of writing Our Lady of Lourdes Catholic Primary School.

Through the implementation of this policy, we aim to continuously raise writing standards at Our Lady of Lourdes to ensure that all children reach their potential, through the delivery of a well-planned, rich and stimulating literacy curriculum, underpinned by consistent, up-to-date working practices.

This supports our overall curriculum aims for all children to become:

- responsible citizens who make a positive contribution to society
- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives

2. Values

2.1 The values of Literacy at Our Lady of Lourdes

- Following the mastery approach to writing, all pupils will be given the opportunity to access their year group's curriculum; with some children being scaffolded towards this outcome and others being extended deeper.
- Policy and provision are evaluated and reviewed regularly;
- Resources of time, people and equipment are planned, budgeted for and detailed when appropriate in the School Development Plan;
- The governing body of the school discharge their statutory responsibility with regard to literacy;
- Cross curricular links will be highlighted where appropriate;
- Planning of literacy ensures continuity and progression across all year groups and key stages;
- All teachers and senior leaders present a positive image of literacy and share with children the magic of writing.

2.2 The values of Talk for Writing

Good writers:

- enjoy writing and find the process creative, enriching and fulfilling;
- read widely, recognise good writing and understand what makes it good;
- are aware of the key features of different genres and text types;
- learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work;
- have 'something to say' (a purpose and audience);
- know how to develop their ideas;
- know how to plan and prepare for writing;
- make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- understand how to reflect upon, refine and improve their own work;
- can respond to the constructive criticism of others.

For knowledgeable writers, many of these methods are internal and automatic. For example, they can hold an internal dialogue with themselves about the language choices available and reflect on how effective a particular word or phrase will be or how well it sounds within a particular piece of writing.

However, for emerging writers it is very helpful for these processes to be explored through talk in a supportive learning context. This involves externalising and sharing the thinking involved in the writing process so that ultimately it can be internalised and personalised again.

It is this developmental exploration, through talk, of the thinking and creative processes involved in being a writer that encapsulates Talk for Writing.

3. Equal opportunities

At Our Lady of Lourdes we are committed to an environment that promotes equal opportunities and high expectations of all pupils regardless of ability, race, gender and culture.

3.1 Talk For Writing and inclusion

Talk for Writing (T4W) has a strong contribution to make to the learning and writing development of **all** children, including those identified as having special educational needs, children from diverse cultural backgrounds, those for whom English is an additional language and children who are particularly gifted and talented. Children in any of these groups are likely to benefit considerably from the same strategies and approaches introduced in this policy and exemplified on the T4W DVDs. However, this learning can best be enhanced where teachers make appropriate provision.

3.2 For children from diverse cultural backgrounds:

- Use stories and experiences from the children's cultural heritage to engage and motivate them and thus support their writing.
- Remember that many communities (including Gypsy, Roma and Traveller communities and many Black and Asian communities) have a strong culture of oral storytelling that needs to be harnessed and built on in the classroom.

3.3 For children identified with Special Educational Needs and Disability/language and literacy development:

- Wherever possible, include all children, whatever their needs, in Talk for Writing sessions and learning sequences.
- Make appropriate adjustments for pupils identified with speech, language and communication needs (SLCN) or dyslexia, remembering that around 50 per cent have transitory difficulties, which can be resolved with the right kind of support.
- Scaffold pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets, pre-teaching of key vocabulary, working in mixed ability pairs and 'keep up' intervention sessions.
- While retaining high expectations, remember that for some children, we may need to broaden the concept of writing to include mark-making in its widest sense and also accept that some children may never write totally independently.
- Where needed, provide ICT and other technological aids for children with learning and/or physical needs.
- Where needed, provide additional support such as a teaching assistant or peer response partner, intermediary or scribe. The nature of this support should always be underpinned by the drive to encourage independence.
- Take care to ensure that a ceiling of expectation is not set and therefore in line with the mastery approach

- Allow time for those who may be slower to respond; accepting and valuing the limited responses from any who may be unable to respond more fully.

3.4 For children for whom English is an additional language:

- Provide opportunities to tell stories in their first language to enable children to draw and build on prior learning.
- Provide support from peers and adults who share their first language and show how the children can draw on this to enrich their writing in English.
- Facilitate appropriate exploration of the difference between informal conversational language and writer’s language, including grammatical structures.
- Provide opportunities to explore and use vocabulary and language, including idioms and expressions, in the children’s first and additional languages.
- Model and scaffold talk, particularly in English, through a range of strategies including speaking.

3.5 For more able children:

- Create a classroom climate that encourages risk-taking and accepts and values ‘different’, experimental and, perhaps, idiosyncratic responses.
- Encourage playfulness with language and ideas.
- Provide texts and talk or writing tasks that allow for challenge and/or the open-ended extension of response (for example, writing the text to a word limit while including all the necessary features or analysing the style of an author and writing in that style).
- From the earliest years, continually challenge and extend their thoughts and ideas (including those expressed in role-play, drama and games) through dialogue and debate.
- Provide opportunities to transfer talk and writing from one context and medium to another (such as re-telling or writing a story for a completely different audience, from a novel point of view, or through a different medium, such as podcasting).
- Target provision for ‘depth’ and challenge through guided talk/writing sessions
- Provide texts that exceed the expectations of their year group.

4. Teaching and Learning

4.1 Teaching and Learning in the Foundation Stage

Talk for Writing is just one kind of the purposeful talk that is key to all areas of learning and development in Reception classes. Speaking and listening are of central importance in their own right as well as paving the way for children to make a good start on reading and writing. Many of the T4W strategies and approaches are suitable for adaptation and use with children in Reception classes, but in this section there is some additional guidance particularly focused on the needs of these younger children.

Storytelling and story-making

For younger children, stories told or heard can help them understand the world in which they live and allow them to transmit that understanding to others. Furthermore, the ‘internalisation’ of stories and understanding of their structures, allows children to build confidence through oral re-telling.

To support the learning of a bank of well-known stories and other repetitive narrative structures, teachers and practitioners should begin by choosing an enjoyable story that can be told and retold many times. A story map or storyboard that records the plot in a simple series of images or symbols provides a visual prompt to guide the children. The storytelling should also include gestures or actions. While some of these actions might be extemporaneous or individual to the particular story it is recommended that set or fixed actions should be used for particular conjunctions or other conventions of story language (e.g. once upon a time, suddenly...).

Over the course of the re-tellings of the story, children should be encouraged to join in with the aim of learning the story for themselves. As they become more confident in the re-telling, the teacher/practitioner should take a step back to allow the story to be 'carried' by the children.

When children have acquired a confident familiarity with the story, the teacher/practitioner can demonstrate how it can be varied through an innovation, for example by substituting a different character or setting. Children can be encouraged to make substitutions of their own and could record these in their own story map to support them as they tell their own variation of the story to other children. When children are confident with the idea of innovating through substitution, the teacher/practitioner can demonstrate innovation through adding an element to the story. Children can then experiment with their own additions.

Many of these storytelling techniques can be adapted to support the oral rehearsal of other forms of writing. Another starting point for storytelling could be the exploration of timeline or journey stories through the use of props or story bags. For example, bringing in the fruits that Handa collected for Akeyo in 'Handa's Surprise' and placing them in the correct sequence, or ordering the animals collected on a broomstick in 'Winnie the Witch'. The first-hand experience of a bear hunt or environment walk could be recorded by fastening various objects or pictures onto a story stick. Crucially, such techniques support children in recounting orally a story or experience they have shared, in the correct order. Accompanied by drama and discussion these multi-sensory approaches can scaffold children's understanding through into their writing. The use of visual prompts, real objects and other props will also allow children learning EAL to access the story or recount more readily, while the regular re-telling and oral rehearsal will extend their familiarity with the structures of spoken English as well as developing their vocabulary.

Children's writing should be encouraged and enriched by opportunities throughout the learning environment both indoors and outdoors, supported by props and dressing-up clothes. This allows children, through their child-initiated play, to recreate or extemporise around the stories they have experienced. This, in turn, provides an opportunity to cultivate confident storytellers and early story writers.

Book-talk

Practitioners are the central storyteller in the classroom, modelling a varied and rich array of stories and language choices in their readings. 'Book-talk' for younger children can be thought of as an extended opportunity for children to talk about and respond to stories through discussion, drama and creative play.

'Book-talk' also provides particular opportunities to develop vocabulary, through highlighting unfamiliar words or expressions. These words or phrases are more likely to be learned by children (and so become potentially available as part of their active vocabulary) when discussion goes beyond just an explanation of meaning and is supported by the use of real objects, physical actions or other devices to make the words and their meaning vivid and memorable.

After sharing a familiar picture book with a group of children, the practitioner can provide opportunities for children to explore the narrative further. For example, in teacher directed activities, the practitioner may use a story sack to facilitate a discussion about the text, allowing children to respond to a particular character or prop. Similarly, story boxes, puppets and role-play areas will support and stimulate young children in their early imitation of and response to stories. Opportunities such as these can then be accessed freely by children across all areas of learning through continuous provision within an Enabling Environment.

‘Book-talk’ can also develop children’s emotional responses to texts. Indeed, much of this work supports the underpinning qualities and skills that help young children learn effectively, as outlined in SEAL by, for example, encouraging children to:

- LOOK at the face – what is it showing?
- LISTEN to the words – how are they spoken? How do they make you feel?

Children can work collaboratively, watching and learning from each other, and hearing each other’s responses. Stories often contain choices or problems for characters to overcome and children can explore these through role-play and drama. Fairy tales can be one such text type that can spark children’s imagination and dialogue, but there are numerous examples in modern children’s fiction.

‘Book-talk’ invites young children to externalise their ‘inner voices’ and respond to a text in a variety of ways. This, in turn, shapes their experiences and develops a narrative understanding and response that paves a way into writing.

Linking sounds and letters

Systematic phonics, in line with the recommendations of the Rose Review, provide children in Reception and Year 1 with the skills and knowledge that enable them to write phonemically plausible attempts at anything they can verbalise. This gives the children the confidence to apply their Talk for Writing in the creation of simple captions and sentences, either by writing or manipulating plastic letters. Please refer to the school’s Phonics Policy.

4.2 Teaching and Learning in KS1 and KS2

Writing lessons are planned and delivered through the Talk for Writing (T4W) scheme and follow the structure below. Talk for Writing allows children to internalise a text’s language and structure across a range of genres. Talk for Writing is taught from Reception to Year 6 and follows a similar pattern, tailored to each year group and the National Curriculum.

To be productive, Talk for Writing needs to be extensively embedded in every phase of this teaching sequence, that is:

- During reading: When familiarising with the genre/text type and its key features; when responding to, exploring and drawing on models.
- Before writing: When generating ideas, preparing for and planning writing.
- During all stages of writing (teacher’s demonstration and scribing, and children’s supported, guided and independent writing): When making the choices involved in creating, developing and improving texts.
- After writing: When reflecting on and learning from a writing experience.

In this, it will need to be structured at the following three levels:

- Teacher talk: The verbalisation of the reader’s or writer’s thought processes as the teacher is demonstrating, modelling and discussing.
- Supported pupil talk: Structured and scaffolded opportunities for children to develop and practise Talk for Writing through class and group conversations and activities.
- Independent pupil talk: Opportunities for children to develop and practise Talk for Writing in pairs and small groups, independent of the teacher.

All of this needs to be applied in whole-class learning and teaching and in guided writing.

The Talk for Writing approach consists of three key stages from **imitation** through **innovation** onto independent application (**invent**). The first task for any unit will be the choice of a model text, ensuring it is pitched correctly, according to the Writing Progression of Skills document and the National Curriculum. Teachers will adapt and write their own model texts to match specific topics.

Imitate	Innovate	Invent
<ul style="list-style-type: none"> - Children to have overviews of the unit in their books/ on working walls - Teachers to write/edit text so that the SPaG for the National Curriculum is met for each year. - Cold task - Drama - Story map - IALT and Success criteria - SPaG at the beginning of every lesson related to the genre. - Key features - Add key words/phrases to magpie book - Box up text to look at pattern. 	<ul style="list-style-type: none"> - Teachers to ensure writing meets yearly NC - Daily IALT and SC - SPaG starters - Children to plan own story by using the patterns/focus. - KS1 to plan using pics – KS2 to plan using words and Toolkit images. - Children box up their text to ensure pattern and features are evident. - Teacher to model the writing as a class during innovation stage – one paragraph at a time and children are then given time in class to write a paragraph per day that is also self and peer assessed daily. - Teacher to underline parts of shared writing that may not be used by children to promote independence. 	<ul style="list-style-type: none"> - Daily IALT and SC - Spelling, punctuation and grammar to be taught discretely around focus. - One to two days of planning and writing in the taught genre. - One or two days to edit and polish their work. - Publishing work for ‘hot’ task to be compared against cold task. - Children to have spelling and grammar marked daily. Pleased with pink and better with blue to be given to children once during innovation week and given time to respond – refer to Marking Policy. - Children to use Magpie books

	<ul style="list-style-type: none"> - Children to have spelling and grammar marked daily. - Children to add to and use Magpie books - Pleased with pink and better with blue to be given to children once during innovation week and given time to respond – refer to Marking Policy. 	
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Shared and guided writing are a key feature to all lessons within Talk for Writing where teachers model their thinking with help from the class. Rapid graspers are encouraged to be more independent by using a differentiated model text and being given the opportunity to work at their own pace. Teachers will provide weekly success criteria for the children to help themselves to during the week with each one focusing on a different paragraph or section of the text.

Success criteria are used in the following format:

<u>Date</u>			
<u>IALT:</u>	<u>Me</u>	<u>Partner</u>	<u>Teacher</u>

4.3 Learning Environment

- All classes to display elements of T4W on washing lines: story mapping, boxing up, features, imitate text modelled by teacher
- All classes to have working walls used to support children’s leaning: unit overview, key vocabulary, SPaG linked to genre, examples of children’s work
- Readily accessible resources e.g. word mats, planning frames, dictionaries/thesaurus’, editing pens
- Examples of short burst published writing to be celebrated within the school environment

4.3 Learning Feedback

- Verbal and written feedback is provided to children every lesson.
- Use of review and improve strategies during lessons, where children are taken back to writing toolkits or success criteria to self and/or peer improve their work following the school Marking Policy.
- Teacher assisted or TA assisted stamp to be stamped in the books of those children working in a focus group during that lesson.
- Verbal feedback stamp to be put on the work of children that have had verbal feedback within or after the lesson.
- Spelling and grammar to be marked with purple pen after each lesson.

- 'Deep marking' to be given to children once a week (twice for Pupil Premium), with next steps that children respond to before the next lesson. Time should be given to children to respond to these comments in green pen.
 - Highlighted pink – excellent
 - Highlighted blue – needs to be checked/ improved
 - Spellings/punctuation in purple
- (See marking policy for guidance)*

4.4 Feedback Code

Teachers use the school marking code and policy to indicate how the assessment and learning were managed and accomplished in a lesson. This includes who taught the lesson and how the work was completed (independent/ paired / group /teacher assisted/TA assisted work). Pupils will self and peer assess their work using the success criteria and an agreed code, adding additional comments where appropriate.

4.5 Targets

Each child has personal targets for writing that they aspire to meet every lesson. Targets are dated and kept at the back of their English books which can be flapped out for children to see as they are writing in each lesson. When the children feel they have met the target in their writing, they tick next to it. Once the child has ticked 3 times and it has been agreed by the teacher, the target is completed and a new writing target will be given. After the completion of cold tasks, on blue paper, before the start of a unit, children will be set genre specific targets to be met by the end of the unit. These targets are transferred to the target sheet at the back of their English books.

4.6 Planning

The following principles guide and inform the planning of writing lessons at Our Lady of Lourdes:

- Teachers will plan literacy lessons in year group partnerships (1&2, 3&4, 5&6) and are expected to follow the same weekly plans (with appropriate differentiation across year groups).
- Teachers need to carry out a prior assessment (cold task) before a unit of work to establish what the children already know, where their next steps are and to enable them to focus their teaching on closing the gaps.
- Teachers need to carry out an end of genre assessment (hot task) straight after a unit of work to establish what the children have learnt. These will be stapled on top of the cold task so that the children can see their progress clearly.
- Planning is completed on the Our Lady of Lourdes literacy planning format. In line with national thinking.
- It is the responsibility of class teachers to share planning with Teaching Assistants and Individual Needs Assistants.
- Teachers will look for cross-curricular contexts and 'real purposes', wherever possible, through which to deliver lessons such as the termly topic.
- Planning will be stored electronically in Year Group English folders on the school network.

Teachers plan lessons that include:

- Clearly identified and shared learning objectives in the "I am learning to..." form.

- All children participating in whole-class activities e.g. through the use of mini whiteboards, Talk Partners, interactive games, lolly sticks etc.
- Children using and developing success criteria / 'steps to success' to support their learning.
- Engaging and interactive teaching styles that support all learners in the class.
- Exciting, engaging and targeted activities in a 'safe' environment where children are not afraid to make mistakes.
- Opportunities for individual, supported, paired and group learning.
- The use of open questions.
- Clearly identified plenaries which give everyone the chance to evaluate and assess progress towards the lesson objectives and against the success criteria, using individual and peer assessment strategies.

These things must be done

1. 'Cold' (blue paper) and 'Hot' (pink paper) tasks for assessment, need NO SUCCESS CRITERIA – children to use displays, writing mats and other visual aids independently.
2. Pink and blue writing to celebrate successes and next steps for each children – time for these to be responded to.
3. Children to self-assess against the success criteria and edit in green pen and afterwards to peer assess their partner's work and suggest improvement in red pen.
4. Rapid graspers to write independently and not alongside rest of the class.
5. Always model writing before sending the children to write.
6. Genre specific SPaG to be taught throughout using the Pie Corbett Writing Progression across year group chart and dating/RAGging when these have been taught or achieved.
7. Model texts to be adapted by class teachers to ensure covers national curriculum aims.
8. Writing to be linked (where possible) to the learning journey topic.
9. Fiction, non-fiction and poetry to be taught every term.

4.7 Spelling

From Year 2 onwards (See the school's Spelling Policy):

- Spelling is taught following the Oxford Owl Spelling programme.
- Each unit to last between one and two weeks.
- Jumping red/orange words (linked to national curriculum) to be set weekly as homework.
- There is an assessment between every 2-5 spelling topics
- All topics to include a video, dots and dashes, word changers, choose the right word, dictation and the testing of 6 unit words and 6 jumping red/orange words.
- A new spelling rule for each topic.

4.8 Handwriting – see separate policy

4.9 Grammar

Genre specific Grammar is taught discretely throughout all T4W units using the Pie Corbett Writing Progression across year group chart and dating/RAGging when these have been taught or achieved.

From Reception onwards, teachers use the correct technical vocabulary in their teaching to encourage the use of these by children.

5. Where writing is kept

All writing is kept in English books that show each T4W unit overview, personal assessment and all drafts of writing.

Marking codes to be kept at the front of the book.

Writing linked to topics and published can also be kept in topic books.

6. Assessment

Assessment is a continuous process and is an essential part of teaching and learning. It is the responsibility of the class teacher to assess all children in their class. In our school, we are continually assessing our pupils and recording their progress. Our aim is to make our assessment purposeful, allowing us to match the correct level of work to the needs of the children, ensuring progress and a high level of challenge.

Information for writing assessment is gathered in a variety of ways: through planned assessment tasks, by pupil conferencing and observing and marking their work. This formative information is recorded and used to inform teaching and learning on a daily basis. See assessment policy for more information on how data is collated and assessed.

At the beginning of each writing journey, children are required to complete a 'cold task'. This assessment acts as planning tool for the teachers and as a pre assessment. It is important that no success criteria, guidance or pre-teaching is given before these tasks. These are completed on blue paper and are kept in English books at the beginning of every new writing genre. Once the genre has been taught, pupils will complete a 'hot task' immediately after the teaching. Pupils will have the time to plan, draft and edit their work before recording their final piece on pink paper that is kept next to their cold task to show progression.

At a later date, pupils will complete 'warm tasks' as either part of topic lessons, short burst writing sessions or in other areas of the curriculum that will give a true indication of exactly what the pupils have retained. These tasks are not completed immediately after the sequence of taught lessons but have previously been taught.

It is important for 'warm task' assessment activities to be planned throughout the year. Due to the supported approach of Talk for Writing, it is crucial that teachers provide opportunities for pupils to practise the skill of responding to a writing task without any warm up activities, as they are required to do in the statutory end of key stage assessments. Assessments like these on a certain written genre should not be carried out at the end of a sequence of lessons on that genre but at a later date to get a truer indication of what exactly pupils have retained. These are often completed during Guided Reading sessions, topic lessons and RE lessons.

7. Parents and governors

- *Teachers will report on children's progress in writing during the Autumn and Spring Term parent / carer meetings with the class teacher.*
- *Teachers will send home an annual formal written report, summarising a child's progress and next steps in the Summer term.*
- *A child's level of attainment will be reported formally to parents and carers at the end of each key stage.*
- *Annual workshops will be held early every Autumn term to explain T4W strategies and cover the SPAG requirements of each specific year group.*

There is a named Governor for English.

- *The named Governor for English will meet with the writing co-ordinator annually to look at data analysis and review action plan progress.*
- *The writing coordinator will submit a written update on the literacy action plan for the termly curriculum committee meetings.*
- *The named Governor for English will have the opportunity to attend relevant school INSET.*
- *Governors will be kept informed about whole school progress in writing via the termly report to the Governing Body (ASP and key findings / issues for the school)*

8. Monitoring

Roles and Responsibilities

The role of the Management Team and English Writing Subject Leader will be to:

- create an ethos of achievement in writing
- provide a clear policy for skills development in writing
- ensure rigorous assessment and monitoring takes place
- promote writing across the curriculum
- ensure staff access appropriate training opportunities

English Subject Leader Core purposes are:

- To be accountable for the standards of teaching and learning and pupil progress in writing throughout the school.
- To lead, manage and develop writing throughout the school.
- To manage a team ensuring best practice across identified areas of the curriculum.
- To develop the use of ICT to support and enhance teaching and learning.
- To exercise professional skills and judgement.
- To impact on the educational progress of all pupils in the school.
- To lead, develop and enhance the classroom practice of teaching staff and teaching assistants in conjunction with the INCo.

Strategic development

- Take responsibility for the development and implementation of the whole school policy for writing.
- Use national, local and school management data to monitor standards of achievement across the school in writing.
- Monitor the progress made towards achieving targets and use this information to plan future developments.
- Collaborate with staff on short, medium and long term planning to develop writing in relation to:
 - Resources
 - Continuous professional development of staff
 - Aims of the school, including its policies and practices
 - Challenging targets for improvement
- Manage strategic development across identified areas of the curriculum.

Teaching and learning

- Plan and monitor coverage, continuity and progression in writing throughout the school.
- Ensure that teachers are clear about learning objectives, understand the sequence of teaching and learning in all subjects and communicate this to children.
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of pupils.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement in line with school policy.
- Evaluate the teaching and learning of writing in the school through monitoring activities including:
 - Lesson observations
 - Work scrutiny
 - Pupil discussions
 - Analysis of results and assessment data
 - Attending planning meetings
 - Leading staff training
 - Informal discussions
 - Use this analysis to identify effective practice and areas for improvement and, in conjunction with the leadership team, take action to further improve the quality of teaching and learning across the school.
- Manage teaching and learning across identified areas of the curriculum.

Leading and Managing Staff

- Lead professional development of teaching staff and teaching assistants through example, support and liaison with the leadership team.
- Ensure trainee, newly qualified and staff new to the school receive appropriate support for teaching and learning.

- Lead a team of staff in writing.

Effective and efficient deployment of staff and resources

- Establish resource and staff requirements for writing and inform the head teacher of costs and priorities.
- Distribute resources to meet the objectives of the school.
- Ensure the effective and efficient management of learning resources for writing
- Ensure a stimulating but safe learning environment in which risks are regularly assessed.

Other professional requirements of the English Writing lead:

- Establish and maintain effective working relationships with professional colleagues and other subject leaders to develop cross curricular links and creative approaches to learning.
- Establish effective relationships with parents and inform them of developments and practices relating to the teaching and learning of writing.
- Participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the role.
- Be aware of the need to take responsibility for your own professional development.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- Undertake any other duty as specified by Head teacher not mentioned in the above.

SLT and Writing Subject Lead Monitoring

The Writing Subject Leader, with the Senior Leadership team, will monitor writing on a termly basis as per the Subject Lead responsibilities above. This will be through a combination of:

- moderation and/or 'book look' sessions during Pupil Progress Meetings
- moderations at the beginning of staff meetings using 'cold' and 'hot' tasks and/or 'book looks'
- 'Book look' scrutinies with teachers separate from Pupil Progress meetings
- 'Book look' scrutinies with children
- The Local Authority SPA (School Partnership Adviser) will assist the school with the above from time to time
- Taking part in Local Authority led KS1 and KS2 moderation sessions
- Taking part in the Deans school Partnership moderations across year groups when these are available

Appendix to include:

- Pie Corbett Progression in Writing document
- Pie Corbett Sentence progression across year groups