



BANCHORY-DEVENICK SCHOOL  
A Practice Statement for Writing



### Rationale

At Banchory-Devenick School we believe that the effective teaching of writing is essential in enabling children to become life-long learners. In order to achieve this, we aim to create a stimulating environment which motivates children to write confidently. Through effective teaching and learning we aim to give the children the building blocks to become successful writers.

### Assessment, Tracking and Moderation:

Assessment of writing is on-going. Progressive skills across the four strands of Enjoyment and Choice; Tools for Writing; Organising and Using Information, and Creating Texts are identified in our planning progressions, and these are developed further in our assessment benchmarks. These are updated on a termly basis and form part of the children's assessment folios.

During the course of a session, children will complete three targeted written tasks (one imaginative, one functional and one personal). These are formally marked and assessed using the school's folio criteria sheets and are included as part of the children's folio work. Folios are shared with parents/carers in December and March as part of the reporting process. Teachers are encouraged to cross reference and confirm levels with colleagues as necessary. Once a session, there is a planned opportunity for teachers to moderate pieces of writing across stages in order to ensure standardisation and consistency. More information can be found in the schools' 'A Guide to Assessing Writing' document.

Staff use both formative and summative assessment to further the children's learning. Pupil levels are informed by professional judgement, ongoing formative assessments/ observations, dialogue and results from standardised assessments such as SNSA (Scottish National Standardised Assessments). Termly tracking meetings (November, February, June) are held to discuss and record pupil progress. In June, end of stage (P1, P4, P7) information is transferred onto the ACEL (Achievement of Curriculum for Excellence Levels) database.

### Transition

**Nursery-P1:** Time is set aside in Term 3 for the P1 teacher to contact local Nurseries and discuss the children coming into P1. Parents/carers have the opportunity to look around the school with their child and ask any questions they may have. 'A Parent's Guide to Supporting Writing' is shared with new families in August, and a 'Share a Session' has been planned in Term 2 to present the school's approaches to teaching writing.

**P2-P6:** At the end of a session, class teachers work alongside the HT to set up the tracking sheets for the next school year. These, along with pupil assessment folios and information from the ASN teacher, form a key part of the hand-over information which is passed on to the next teacher. Specific times are planned for the P4s to spend time in the P5-P7 class between April and June.

**P7-S1:** Projected end of session levels are sent to Portlethen Academy in February as part of the P7-S1 transition process, and a meeting is set up to discuss each child individually. These levels are confirmed in June when pupil progress reports and SNSA results are emailed across. The children also have the opportunity to visit the Academy for three Link Days towards the end of the school year in June.

### Guidelines:

- 1) Writing will be purposeful - Children write better if they have prior understanding of the theme of their piece. Therefore writing will be based on class contexts, current affairs and personal experiences as appropriate.
- 2) In order to develop the creative side of language, teachers will spend time discussing ideas and encouraging the use of descriptive vocabulary. Big Writing strategies and activities will be used to enthuse and excite the children about individual pieces.
- 3) Writing will be modelled in a variety of ways, e.g. by the teacher, by peers and through published works etc.
- 4) The Rubrics of Writing will be used to help children understand that writing is a process. In the early stages the children will develop the skills to collect, draft and publish. Editing will be added to the process in the middle stages and revising in the upper.
- 5) Learning intentions and success criteria will be shared with the children before and during the writing process.
- 6) Opportunities will be made for the children to work in groups, pairs and individually.
- 7) Technical skills (e.g. spelling, grammar and punctuation) are taught as part of the writing process, but will also be reinforced through focused activities. (Refer to spelling practice statement and punctuation progression).
- 8) Feedback will be given to children about their writing on a regular basis. This could be either written or oral. Strengths will be highlighted and next steps identified.
- 9) Children will be taught the skills to self and peer assess writing effectively. This will be developed as part of the school's approach to Fast Feedback.
- 10) Support will be provided through a variety of means, e.g. learning partners, PSAs, ASN etc.
- 11) Where appropriate children will be encouraged to share their writing with a wider audience, e.g. on Seesaw, in folios, through book launches etc.
- 12) As the children progress up the school, opportunities will be provided for them to publish work on computers. I-pads, chrome books and laptops will also be used to support children with additional support needs as appropriate.



## Attachments

- ✚ A Guide to Assessing Writing
- ✚ A Model of the Writing Process (The Rubrics of Writing)
- ✚ A Progression of Punctuation Skills
- ✚ Features of Good Quality Writing
- ✚ Writing Styles
- ✚ A Writing Guide for Parents
- ✚ Writing and Fast Feedback