

Kearsley Academy Writing Policy

Rationale

Developing a whole school writing policy will give students and staff a common framework to improve writing skills across a variety of subject areas. It will also prepare students for the type of writing they are likely to undertake at GCSE and A-Level. In the first instance, the policy will focus on improving technical writing skills.

Aims

- To use a consistent marking scheme for technical accuracy in writing across the school.
- Have a back-to-basics approach to writing in all subjects in the first half-term of the academic year.
- Provide a common process for planning, writing and redrafting across the school.
- Enable students to develop literacy skills in writing that will allow them to access materials across KS3, 4 and 5.

Writing Framework

Across the academy, a common framework will be used for written tasks. It consists of five steps: think, plan, construct, write, redraft.

Think

- Students are given frameworks and sentence stems for thinking about written responses, including why they are writing, the format of the response and the content.
- Thinking time could take the form of Think, Pair, Share; Give me 5

Plan

- Students should be taught different ways of planning their written responses and can be done cooperatively.
- Planning should be sequenced and use VCOPS, but could be bullet points, mind-mapping, charts, etc.

Construct

- Students should be given sentence stems and scaffolds that will enable them to talk academically about their responses before writing. Construction may happen between students, and be modelled by teachers.

Write

- Using writing stems that were used in the think & construct sections, students write their response.
- Techniques may be used to slow the process down and make students consider their responses, such as constraints: no "ands" or "buts", or certain number of short & long sentences, etc.

Redraft

- Students use the proofreading code to assess their own work. Teacher responds. Student makes improvements to technical accuracy problems arising in the written response.