



Essentials for writing

Ethos	In all we do, we reflect the vision that Pembroke is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our creative teaching and learning is of the highest quality and our children achieve their very best.
Planning	There is no set method or expectation that planning should be completed for each lesson or series of lessons. Teachers are free to explore whatever format or level of detail planning is needed to suit individual needs. A lesson plan can be useful for any formal observations but is not essential. We believe that: • Long- and medium-term planning and curricular mapping must build on previously learnt skills and knowledge; • The most effective lessons integrate different objectives across the curriculum; • Planning for lessons includes, at the most, four specific objectives which are written on a pale yellow target sheets to be attached at the beginning of daily or unit of work.
Presentation in books	English writing books should be set out according to school policy which includes: • A margin (as and when children can independently add this); • DUMTUMS (date, underline, miss a line, title, underline, miss a line, start your work); • Target sheet glued in; • Writing should be handwritten with joins increasingly used with confidence by the end of Y2. • Question numbers should go in the margin; • Additional sheets should be attached with sellotape to create additional pages. Other books for handwriting and SPAG will be used as appropriate. We expect the same standard of written English in other books: RE, topic, science. Lists of appropriate spellings will be used in topic and science books to support all children to use subject-specific vocabulary accurately.
Teaching	The most successful teaching of writing must consist of modelling high quality language structures and vocabulary with confidence. Regular shared writing opportunities reflect the high expectations we want our children to reach and all staff should be knowledgeable in the skills to write with creative and accurate flair. Writing will reflect the wider curriculum and topics being studied with the children being excited about having a reason to write. We believe that the best writers do not use formulaic 'textbook' structures but that in teaching these procedures, they can be a tool to be able to write well. In KS1, daily phonics will help children segment words to spell carefully in writing. Through the school, daily spelling sessions encourage children to practise set word structures with relevance to their meanings. Grammar is taught both discretely and explicitly as children move through the school.
Classroom environment	Displays in classrooms must include a working wall with key vocabulary, grammar examples, spelling lists and other helpful resources. Working walls should be relevant and updated regularly to reflect current objectives. Questions which reflect previous learning encourage children to remember key knowledge and skills. Examples of children's writing highlighting successful grammatical structures and imaginative devices should be included. Equipment should be labelled and easily accessible. Topic displays should include text, both printed and handwritten, to encourage further exploration. The school uses a set 'Cambridge Pen-Pals'-style handwriting font.
Marking	Green marking is used to highlight specifically the objectives given in books or where they have demonstrated previous learning. We use pink marking purposefully to elicit a response that effectively moves learning on or addresses a particular problem to be corrected. The marking of science/topic work reflects our high expectations of writing itself. We believe it is essential that children check their work thoroughly before it is marked and expect an age-appropriate response to this. Letter reversals and spellings which should be spelt correctly for the stage or age of the child should be made clear (Sp) with D for dictionary if used. We must give children time to respond to these additional questions and correct any misconceptions in purple pen. Independent or peer marking on the yellow target sheet is encouraged to confirm children's confidence with certain objectives. If these objectives are achieved, then we highlight them in green. Similarly, learning behaviours can also be recognised.
Assessment	Each child has a page of 'I can' statements which outline the objectives for each year. We highlight these when we feel each child has achieved them with confidence: blue for autumn, green for winter and yellow for summer. Moderation of writing takes place termly in school with support from cluster arrangements. We communicate with staff who are delivering interventions to ensure our assessment is rounded and accurate. There are a number of tests to be completed: SWST in September and March, the common exception words – to be tested at the end of each term with percentages correct and errors going to parents. Spelling sheets will be sent home for parents and available on the website.
Tracking progress	We use a version of 'Herefordshire Levels' on SIMS to help track our children's progress. Each term, the year and stage of progress must be inputted into the relevant SIMS sheet: 'e' for entering (up to 25% of the objectives achieved), 'w' for within (up to 50%), 's' for secure (up to 80%) and 'g' for greater depth. Staff should be able to work out percentages of children who are at the expected and above, and at greater depth, levels for the time of year ('e' at the end of the autumn term, 'w' at the end of spring, 's' or 'g' at the end of summer). These percentages need to match or be close to targets set at the beginning of each academic year.
Reporting	We report to parents three times a year. In the autumn and spring terms, a report card which outlines each child's response to eight learning behaviours, levels and two targets each for reading, writing and maths is completed using a template on Word. The summer report also includes how the child responds to the Christian ethos of the school and a brief indication of whether the child is on target in other curriculum subjects. Teaching staff are expected to attend parents' consultation afternoons at the end of the autumn and spring terms.