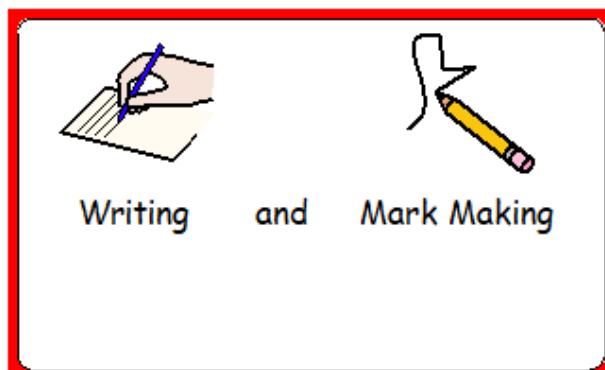


Writing Policy
Alfreton Park Community Special School



Community Special School



Writing and Mark Making

July 2020

Writing Policy

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Our Aims:

At Alfreton Park Community Special School, we aim to provide pupils with a full range of opportunities to develop emergent mark making, drawing, hand writing and fine motor skills through hands on strategies, skills and techniques to stimulate interest. The individual needs of each pupils will be carefully evaluated to provide a programme that will enable each individual to use knowledge and skills effectively. The curriculum at Alfreton Park will be relevant and manageable and relate to ILP's.

Writing and mark making is encouraged at all levels. A variety of medium including ICT and art are used to enhance and support writing. Communication aids and symbols are used to enable pupils to have ownership of their own writing.

- Writing is taught in a purposeful and functional way. Where appropriate, attention is given to pre-writing activities, such as mark-making and the development of fine motor skills including fasteners, clothing and cutting skills.
- Requirements from the National Curriculum 2014 are considered and used to inform medium- and short-term planning for writing in school where appropriate.
- A range of activities are utilised to incorporate transcription and composition of writing. Vocabulary, grammar and punctuation are taught where appropriate.
- Opportunities are given to write for different purposes across all levels and subjects. Different forms such as lists, stories and instructions are utilised.
- ICT and a wide range of other materials are used to support mark making and writing in school – including writing and mark making through play and art.
- All classes have access to activities designed to enhance fine motor skills, such as 'Dough Disco' boxes. Teachers are aware of the importance of fine motor skills in the development process of writing.
- Teachers are encouraged to consider students' needs and teach handwriting as appropriate to them. Teachers will provide support for parents/carers in ways to develop writing where appropriate.
- Some students have access to laptops and are encouraged to learn to write through this medium.

The Curriculum

Alfreton Park Community Special School has its own curriculum based on the pupil-centered learning model. There are four key areas which include Cognition and learning, Physical and Sensory, Communication and Interaction. The curriculum at Alfreton Park is taught through Cornerstones Specifically Designed Curriculum through a new theme per term and with meaningful links. There are links to the national curriculum when this is relevant.

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Pupils access the curriculum through Cornerstones 'Topics'. See long term plan. These are delivered to ensure a broad and balanced curriculum across all areas of learning. Children have the opportunity to develop their emergent mark making, early writing and handwriting skills in various mediums, across a range of contexts and for various purposes.

Writing and mark making will link closely with ongoing Artsmark work in school.

Assessment, Recording and Reporting

On-going recording of individual pupil's work will take place to agreed Key Stage outlines. Pupils' contributions and achievements are recognised and valued as part of the Alfreton Park School teaching approach. A written assessment of work covered and skills developed is a part of the Annual Report for each pupil along with the ROA. Each Teacher is responsible for setting and assessing SMART targets and record progress onto BSquared Assessment system. Students learning and experiences will also be recorded through written work, observations, photographs. Children will also work towards their ILP targets. These are SMART targets taken from their Education Health Care Plans and are incorporated into every week in class. These are tracked, recorded and assessed three times a year. See additional policy. Sometimes individual ILP's will have a writing focus.

Evaluation and Review

Evaluation of teaching and learning is also a part of the on-going review of department and whole school practice. The co-ordinator/phase leader for Cognition and Learning will be responsible for the monitoring and evaluation of the teaching of literacy and writing. The policy will be reviewed every three years.

Equal Opportunities

Pupils will have access to a relevant curriculum that meets their individual needs and provides a breadth of experience and balance of subjects to achieve individual aims. Materials will reflect the multicultural society in which we live and will be checked for race, disability or gender stereotyping.

Staff Development

Staff will undertake in-service training as appropriate. Information on courses will be disseminated via the subject leader/leader for Cognition and Learning.