



# **Kinglake Primary School**

McMahons Road Kinglake 3763

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## **BIG WRITE POLICY STATEMENT**

**Aim:** To raise standards in writing through the implementation of the methodology known as 'Big Write'.

### **Objectives:**

- To dedicate curriculum time to the implementation of the method.
- To establish systems for tracking and monitoring progress.
- To provide professional development and effective leadership for the successful implementation of the programme.

### **Whole-school Organisation:**

#### **Senior Management will:**

1. Organise and facilitate appropriate PD, provision of resources and effective leadership for successful implementation.
2. Initiate the successful achievement of a fully assessed baseline piece of writing for every pupil from Foundation Year (FY) to Year 6.
3. Ensure secure assessment of every piece through standardised judgements using the Australian Criterion Scale.
4. Collect copies of all up-dated trackers and assessed writing and assemble into the school's writing portfolio.
5. Monitor progress of pupils, classes and cohorts through the up-dated trackers.
6. Lead celebration of significant successes.
7. Identify excellence in order to enable peer coaching and team teaching
8. Provide support and guidance where VA (value-added) fails to meet expectation.
9. Provide support and guidance where a pupil is on a significantly different 'journey' from that of his peers.
10. Lead annual audit and analysis of progress and performance across all classes and cohorts.

#### **Class teachers will:**

1. Ensure they have assimilated all PD, advice and support available for successful implementation.
2. Plan and deliver the full Big Write session on a weekly basis.
3. Ensure all pupils are able to 'guesstimate' levels of writing and use this knowledge to assess their own work and say what needs to be done next.
4. Assess all targeted assessment tasks (Cold Assessments in March, May, August, November) using the Australian Criterion Scale, moderating with colleagues to ensure accuracy of judgement, target setting and small steps for learning.

5. Know where each pupil is, in terms of sub-levels for writing, and what their next small steps are to ensure good or better progress.
6. Ensure all pupils make good or better progress, (85% or more moving at minimum 2 sub-levels per year) each year.
7. Facilitate the management of a class portfolio of evidence and the copying of all outcomes to the person leading the programme.

**The Big Write Session will be:**

1. From Years 2 to 6, a period of 1 hour 30 minutes, divided exactly in half by morning playtime (1 hour in Year 1).
2. The time budget will come from the hour that would have been literacy that day, plus the 30 minutes that would have been spent writing at some point that week for any subject's purpose.
3. The first 35 minutes will be fast, lively oracy driven VCOP activities, with at minimum 5 activities in rapid quick-fire succession.
4. There will then be 10 minutes 'planning time' for pupils to focus on what they intend to write through a planning method of their choice. The text type and purpose of the task will have been given at the end of the afternoon before, as 'talk' homework.
5. After morning play the room will have been prepared for Big Write with the environmental changes made, (reduced lighting / candle / soft Mozart) and students resources on tables (portfolio / special pen or pencil / lined paper with a margin.)
6. The second 45 minutes will be well managed as a silent writing session.

**The Weekly Written Task will be:**

1. Clearly explained and prepared the day before.
2. In a different text type each week, rotating through all the text types the class have already met.
3. Usually for the purpose of a specific subject, e.g. persuasive writing for history, explanation for geography or science, a report for geography or science etc, in order to link subjects and utilise time.
4. Count as the subject's time budget for that week, so releasing further time for creativity.
5. Interesting, stimulating and well prepared
6. Suggested Marking; with the following features:
  - 3 underlines with notes in the margin / below for areas for development
  - 3 underlines or more, with notes in the margin or below, for celebrations
  - Positive comment and praise on interpretation of text / stimulus plus ways forward
  - Positive comment on use of VCOP, especially power openers / punctuation and language, plus ways forward
7. Used weekly by both pupils and adults (from Y2 up) to compare transference of basic skills, VCOP and accuracy across 3 different text types

**All adults (including Teaching Assistants) will:**

- 1. Show enthusiasm and commitment to the programme.**
- 2. Ensure they are confident in use of the Australian Criterion Scale.**
- 3. Ensure they are fully briefed on the 4 basic skills and are able to model the school methods for teaching handwriting, phonics, sight words and grammar.**
- 4. Ensure they always use the correct written and spoken forms of English in all their work within school, unless consciously modelling 'bad' practice.**
- 5. Ensure they understand completely the use of VCOP and power language features.**
- 6. Ensure they know the features of all text types.**

**All pupils from Y2 to Y6 will aim to:**

- 1. Learn what each level looks like in broad terms (to Level 3 /4 in the junior years and to Level 4/5 in middle and upper years. This may be through continued use of the pyramids.)**
- 2. Be confident in approximate sequencing of pieces of writing of a full level or 2 sub-levels difference.**
- 3. Be able to define VCOP and say what it does.**
- 4. Be able to name and give examples of the 3 power openers and use them in context.**
- 5. Be able to name and give examples of power punctuation, and usually use it accurately.**
- 6. Be able to name and use in context a wide range of words that are truly sophisticated for a pupil their age.**
- 7. Be able to name the key features of each text type they have been taught, and to apply them in appropriate written contexts.**
- 8. Show enthusiasm and enjoyment about writing activities.**