

Independent Writing

At the Flying Bull Academy, we ensure that children are well supported to succeed in each subject of the National Curriculum. In order to do this, teachers ensure that children are supported through a range of teaching techniques and different levels of support depending on their needs and their understanding of a particular subject area. Children could be guided through a piece of written work or they may be expected to work independently. At the academy, independent work is part of the normal classroom practice in writing.

A piece of independent work is categorised by:

- Children will make their independent choices about the content of their work, audience and purpose and how they want to demonstrate their understanding.
- Children generating ideas by being involved in class discussions, discussing ideas with a partner or in groups, watching/listening to a stimulus (e.g. a speaker, film, book etc.) (These discussions and other pieces of work may have taken place during a number of sessions before a particular piece of independent work is set).
- Teachers (and support staff) modelling, explaining, reminding or guiding specific content and strategies before children embark on an independent piece of work.
- Children may access a range of resources independently, as part of their normal classroom practice, to support them in creating a successful piece of independent work e.g. dictionaries, thesaurus, a word bank, a modelled example, working walls.
- Success criteria may be generated with children's involvement to help support children to know what a successful piece of work would include. Ultimately children will make the choice about how to apply it.
- Children will make improvements to their work using a 'purple polishing pen'. This is part of the writing process where children proof-read their work and edit to make changes to improve: grammatical sense, word choices, spelling, structure and organisation, impact on the reader and the quality of their written pieces.

If the child has worked with an adult throughout the process of creating the piece of work we would mark this piece of work with a 'G' to identify that it is *guided*. If the work is directly copied or very heavily scaffolded, we would also class this work as *guided*. All other work should be assumed to be independent if it is not marked with a 'G' and would follow the criteria above.

For further explanations about how the children's lessons are planned please feel free to contact your child's teacher or Lee Dallinger (Deputy Head).