Pembroke Elementary Writing Policy

Purpose: The purpose of our writing policy is to ensure that all students have access to and utilize a variety of language resources and technological tools to communicate and use critical thinking skills across all content areas.

Section I - Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes.

- School leaders shall ensure that students at all grade levels and across the curriculum engage in developing complex communication and critical thinking skills for a variety of purposes and audiences and in a variety of real-world forms/modes. Writing will be defined broadly to include oral and written texts, multi-modal communications, and communications through technology.

- School plans, curriculum maps, and teachers' lesson plans shall reveal instruction at all grade levels and across the curriculum in communication and critical thinking skills, making appropriate connections with and integrating the strands of literacy: reading, writing, speaking, listening, and observing.

- Curriculum and instruction for the writing program shall align vertically and horizontally with state regulations, relevant Kentucky Academic Standards, state guidelines for writing programs, and needs of local students.

- Addressing Kentucky Academic Standards in literacy, teachers at all grade levels and across the curriculum shall engage students in communicating for a variety of purposes/contexts, producing narrative, informative/explanatory, argumentative, and literary texts, and shall help students use writing to learn, demonstrate learning, and communicate for realistic purposes with authentic audiences in a variety of forms/modes. Communication will be relevant to students' interests and learning in the discipline.

- Teachers at all grade levels and across the curriculum shall provide effective instruction to help ALL students develop communication skills. Instruction shall focus on text types, writing techniques and processes, criteria for effective communication, and language use, as well as other subjects and shall include student use of models and other resources. Instruction shall enable students to discuss their work with peers and others, shall provide effective feedback, including descriptive feedback to students, and shall help students use feedback to develop their communication skills.

- Students shall engage in inquiry/research relevant to their studies and interests and shall produce communications based on their research.

- Students shall employ the writing process to produce some writing over time and shall produce other writing within shorter time frames, including a single sitting. Students shall have many opportunities to share/publish their writing with appropriate/authentic audience through multi-modal means.

- Feedback may be provided in a variety of methods. Feedback shall be focused and constructive and shall include students' own reflection, self-assessment, and planning;

student use of models; feedback from the teacher and peers, and descriptive feedback aimed at helping students revise their work, understand/apply important criteria, and develop communication skills.

- Formative and summative assessments of students' communication shall be provided in both written and digital forms. Appropriate grading practices shall be indicated in teachers' lesson plans and curriculum maps, which shall be reviewed routinely by the principal and/or designee (e.g., curriculum resource teacher, instructional coach, lead writing teacher, etc.). Student performance expectations shall be communicated clearly with students and others (parents, other teachers, etc.).

- The school shall arrange for individual student writing folders to be developed at each grade level. Contents of the student writing folders at each grade level shall indicate that students are developing communication skills for a variety of purposes and audiences in a variety of forms/modes. For the school's folders and the school's program, "writing" will be defined broadly to include oral and written texts, multi-modal communications, and communications through technology. At appropriate times, students and family members shall have opportunities to review folders, and the writing folders shall be used in instruction to help students reflect on their work and develop communication skills.

Section II- A variety of language resources are embedded within writing instruction

- Teachers provide access to a variety of language resources (print and digital) in order for students to build vocabulary and articulate thoughts and ideas using oral and written communication skills, in a variety of forms and contexts.

- In order to evaluate and communicate effectively, students have access to appropriate resources driven by various instructional purposes such as print materials, technology, observations, multimodal texts, artwork, graphics, illustrations, maps, multimedia, etc.

- Students shall review exemplar models of writing and samples of other students' writing/communication, including samples representing different levels of performance in both written and digital forms.

- Teachers employ differentiated lessons across all content areas to make literacy instruction accessible to all students.

Section III- A variety of technological tools are used in the writing process.

- The school principal, SBDM council, and teachers shall employ and arrange for students to use competently available technology, communication tools, applications, and resources to develop communication and critical thinking skills. A variety of technological tools shall be used. Teachers and school leaders shall encourage innovative and creative uses of technology to develop communication skills and to develop and demonstrate new understanding.

- Teachers shall design instruction using innovative ways to include student use of relevant technology to develop communication skills and critical thinking skills. Technology will be embedded in all content areas for writing throughout the school year.

- The annual program review of school assurances shall include analysis of student/teacher access to the use of technology to help students develop communication skills and critical thinking skills, and reviewers shall form appropriate plans to enable students to use technology in developing communication and critical thinking skills in order to evaluate information.

- Teachers will design and provide lessons that use a wide variety of technological tools to assist students in being creative and innovative members of a global society, such as multimedia text, communication/network tools, digital portfolios, and formative and summative assessments.

Section IV - Administrative support and monitoring

- School leaders, including the school council, shall provide appropriate support and supervision of the writing/communications program. Areas of support include ensuring alignment of the program with state regulation, Kentucky Academic Standards, staffing; helping to provide appropriate language resources and technology; encouraging innovative use of technology; helping develop intervention methods and means of supporting advanced learning; monitoring curriculum and instruction; providing feedback on instruction, helping develop a positive school culture; arranging and participating in professional development; communicating with staff, parents, and the community about the program, promoting collaboration among faculty, parents and community to create a strong program, etc.

- The SBDM council, working with school leaders and the School Literacy Team, shall review the program annually referring to state regulation, standards, and program guidelines and shall form and implement an action plan to refine the program.

Updates Approved by SBDM on 11-25-19
Reviewed and updated on 2-28-2022
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