

Murrayville Community College Writing Policy

Rationale

It is recognised that students who are competent and confident writers are more likely to be successful across a wide range of disciplines whilst at school and more successful in tertiary education. Good written communication skills remain very important life skills for all in the 21st century.

Aims

- To improve achievement levels in writing across all levels of the college.
- To improve students ability to implement successful writing skills, across a range of genres and contexts.
- To improve student outcomes in the Victorian Curriculum and VCE.
- To make all teachers accountable for the improvement of writing at Murrayville Community College.

Implementation

A Writing grid will be produced each year to identify what writing is expected in each class at each year level. An audit of the writing grid will ensure that text types and genres are not being overlooked, and are being taught as appropriate.

Students will be expected to produce a hand written plan or template and a draft of all major pieces submitted for summative assessment. Except in senior English (Years 10-12) drafting and planning processes will be recognised in the marking rubric.

The subjects of 7-10 English, Humanities and Science will require students to complete at least one timed writing piece each term. These may be used for formative or summative assessment.

Students in Year 7-10 will produce assessable writing tasks in Science, Health and Humanities each year.

Common rubrics will be developed and implemented in Key Learning Areas that can be used to assess student writing regardless of content or context.

All teachers will be accountable for developing vocabulary and the use of key words related to the subject/unit or topic and will assess the correct use of these and the use of sophisticated language in pieces of writing.

Big Writing will be implemented in the P-6 sector from 2015 as a motivational teaching methodology for the teaching of writing.

Teachers will explicitly teach TEEL (Topic sentence, Explanation, Evidence, Link) as the expected structure for paragraphs from Grade 3.

Teachers will collect de-identified samples of assessed writing across all classes and year levels to use as benchmarks and to show students what excellent, satisfactory and poor writing looks like.

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Students will be supported to take notes and produce writing that shows an original approach with no evidence of plagiarism.

- Students from Grade 5 will be expected to include a bibliography with any non-fiction writing.
- Students from Year 9 will be expected to cite all sources with an approved referencing system and a bibliography.

The school will support staff through professional development to develop the required skills to teach, assess and moderate writing tasks specific to their subject area.

Evaluation

When First Approved: 17th November 2014

When Reviewed / Modified: 13th November 2017