

Focus Priority 2	All pupils make at least expected in year progress for Writing (EY-Y6)
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference: 1 3 4</p>	<p>All children will make at least expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p> <p>Writing will start earlier in FS1 and progress through FS2 to develop these skills. Opportunities for outdoor learning to encourage engagement in writing will be enhanced by an improved environment and a greater range of opportunities and resources for mark making and early writing.</p> <p>Kinetic letters will be taught across all key stages.</p> <p>Kinetic letters joining training will take place and a focus on joining in year 2 will be a priority for those children hoping to achieve GDS at the end of KS1. Two members of staff will (KS1 and KS2) will receive further training.</p> <p>Throughout FS, KS1 and KS2 teachers will use Write from the Beginning to support the structure of writing. The training on this will be led by RH. ALL writing will be marked using the SAS system and a focus on good quality writing will be embedded across the curriculum. Termly cold and hot writing tasks will give opportunities for collaboration and celebration of shared writing progress across the school.</p> <p>Self and peer editing will be taught and embedded in teaching practice and children will understand how and why this is done. This will be evidenced through a colour coded marking system in all books. IAFW will be used in both KS2 classes and the year 1 / 2 class as a tool to ensure that children achieve the agreed standard.</p> <p>Grammar will be discreetly taught and embedded alongside the teaching of writing.</p> <p>Further resources for spelling will be shared with staff and weekly spelling tests embedded within all classes.</p> <p>Jane Considine resources have been purchased and staff will continue to access these; they will provide effective stimuli for writing.</p>

Writing Targets						Success criteria
<p>Years 1345 attainment and progress is assessed and measured using Teacher Assessment (SAS). The Yellow columns indicate the attainment baseline and projected attainment for the end of year. The blue columns show the interim milestones.</p>						<p>Children will be able to talk about their writing, identifying their strengths and what they need to improve.</p> <p>Children will orally rehearse before they write.</p> <p>Children will all make expected progress in writing this year, some will make more than expected.</p> <p>Children who are falling behind will be targeted to catch up.</p> <p>Children will know what writing skills they are learning and how they can be successful.</p> <p>A range of writing opportunities will be evident in all areas of the curriculum and this will be shown in books and in planning.</p>
Year Group	Baseline ARE attainment July 2017	ARE attainment July 2018	December 2017	March 2018	July 2018	
1	5.29	12.29	Target 7.29	Target 9.79	Target 12.29	
3	15.08	22.08	Target 17.08	Target 19.58	Target 22.08	
4	19	26	Target 21	Target 23.5	Target 26	
5	24.14	31.14	Target 26.14	Target 28.64	Target 31.14	
<p>Years 2 and 6 are assessed using summative assessments. The yellow columns indicate baseline and target attainment. The blue columns show % of children actually achieved ARE at that point.</p>						
Year Group	Baseline attainment July 2017	Target Key Stage attainment July 2018	MS 1 Nov 17	MS 2 Jan 18	MS 3 April 18	MS 4 July 18
Y2 Expected 8/14 Exc 1/14	Expected 57%	NS 64%	Target 7%	Target 21%	Target 42%	Target 64%
	Exceeding 7%	GDS 14%	Target 0%	Target 0%	Target 7%	Target 14%
Y6	Based on the KS1 results 7 out of 11 should reach expected (64%)	NS 72%	Target 18%	Target 27%	Target 36%	Target 72%
		GDS 14%	Target 0%	Target 0%	Target 9%	Target 18%
<p>Early Years (F2) children are assessed against the Development Matters Statements for reading and against the progression for writing</p>						
Early Years	Baseline attainment September 2017	Target attainment July 2018	January 2018	April 2018	July 2018	
% children at age bands for writing	16-26 - 22-36 - 30-50 -	30-50 - 40-60 - ELG -	16-26 - 22-36 - 30-50 -	16-26 - 22-36 - 30-50 -	16-26 - 22-36 - 30-50 -	

	40-60 –	ELG Exc	40-60 – ELG – ELG Exc –	40-60 - ELG - ELG Exc -	40-60 - ELG - ELG Exc -	
Key People			Funding & Resources			
<ol style="list-style-type: none"> Kate Cleaver – Principal Rob Hardcastle – HOPE Jo Yaillourou – Kinetic Letters Lead 			<ol style="list-style-type: none"> Two members of staff need training in both parts of the course Training from RH on Write from the Beginning. Two training days, plus twilight sessions if necessary 			
Actions /Tasks (and those responsible)			Who?	Who monitors /evaluates?	When	Check
Train all staff in the use of Write from the Beginning. RH to deliver this on the September training day.			RH	KC/RH	Sept 17	Jan 18
Train year 1,2,3,4 teachers in the Kinetic Letters programme			KP, LB	KC	Sept 17 Jan 18	Sept 17
Follow up Kinetic Letters training - joining			KP, LB	KC	Jan 18	Jan 18
Create a portfolio of handwriting across all key stages			JY	KC	Termly	July 18
Follow up Write from the Beginning training			RH	KC/ RH	Jan 18	Jan 18
SLT data accuracy check			KC RH	RH	Jan 18	Jan 18
Accurate assessment and tracking of progress is evident in books			NB, KP, LB	KC/RH	Oct 17	Termly
Use writing tracking data to identify and implement interventions for children who are falling behind – EY-Y6			KC	KC / RH	Oct 17	Termly
Examples of mini lessons in books will evidence of small group in class intervention to target those who have fallen behind.			NB, KP, LB	KC/RH		
Discreet teaching of SPAG in weekly lessons in KS1 and KS2			KC	KC / RH	Oct 17	March 18
Introduce Hot and Cold writes each term as a form of assessment			KC	KC / RH	Termly	Jan 18
Lead training on self and peer editing which will be used in all KS1 and KS2 classes (NB, KP, LB)			KC	KC / RH	Oct 17	Termly
Review the stimulus of writing			KP, NB, LB, JY	KC	Termly	Termly
Cross Trust Moderation of writing			KC/JY/LB/ NB	KC/RH	Jan 18, March 18, June 18	Jan 18, March 18, June 18
Book scrutiny			KC/JY	KC/RH	Sept 17, Jan 18, April 18	Sept 17, Jan 18, April 18
Evaluation						
Jan						
April						
July						