

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>Throughout FS, KS1 and KS2 teachers will use Write from the Beginning to support the structure of writing. All in KS1 and KS2 writing will be marked using the SAS system and a focus on good quality writing will be embedded across the curriculum.</p> <p>Teachers will use assessment information effectively to plan and deliver activities that are engaging and allow for accelerated progression. Teachers will also ensure that basic writing skills are secured and that they have high expectations for written presentation. Sharing Standards will be used to generate and assess cold writes in KS2. The comparative judgement approach will allow us to upload and assess the children’s work and will give us nationally benchmarked data. This will also ensure that teachers see a wide range of texts; beyond the small Ecton cohort. All teachers will assess all year groups giving staff a very clear idea of progression through the key stages.</p> <p>One page marking will be adopted in KS2 and the planning proforma will be adapted to ensure that common misconceptions are anticipated and addressed.</p> <p>Kinetic letters will be taught across all key stages.</p> <p>In order to improve the overall technical accuracy of children’s writing grammar will be discreetly taught and embedded alongside the teaching of writing. The ‘Spelling Shed’ will be trialled in UKS2 and, if successful, will be rolled out into LKS2 and KS1.</p>					
Writing Targets					Success criteria	
<p>In years 1-6 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>					<ol style="list-style-type: none"> Children will all make expected progress in writing this year, some will make more than expected. Children who are falling behind will be targeted to catch up. Sharing Standards and one page marking will be used alongside SAS as a form of monitoring and to inform teaching practice. Children will be able to describe 	
Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	Dec 2018	April 2019		July 2019
1	4.86	11.86	Target 6.86 Actual	Target 9.36 Actual		Target 11.86
2	10.4	17.4	Target 12.4 Actual	Target 14.9 Actual		Target 17.4
3	15.5	22	Target 17.5 Actual	Target 19.5 Actual		Target 22
4	21.1	28.1	Target 23.1 Actual	Target 25.6 Actual		Target 28.1
5	23.6	30.6	Target 25.6 Actual	Target 28.1 Actual		Target 30.6
6	28	36	Target 30.5 Actual	Target 33 Actual	Target 36	
<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>						

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Year Group	Baseline attainment	Target attainment July 2019	Dec 18	Jan/Feb 19	Apr 19	July 19
Y2 (teacher assessment) (8ch)	2017 EYFS EXP+= 63% GDS= 13%	EXP+ = 75% GDS = 25%	SAS 11-13 Target: 75% SAS ARE:	NA	SAS 13-15 Target: 75% SAS ARE:	SAS 15-17 Target: 75% SAS ARE:
			SAS 14+ Target:13% SAS ARE+:		SAS 16+ Target:13% SAS ARE+:	SAS 18+ Target:25% SAS ARE+:
Y6 (teacher assessment)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 64% GDS = 21%	Target:36% SAS ARE:	Target: 36% TAF:	Target:43% TAF:	Target: 64% TAF:
			Target GDS:0% SAS ARE+:	Target: 0% TAF:	Target:7% TAF:	Target:21% TAF:
Y6 GPS (test data)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 64% GDS = 21%	Target 14%	Target 29%	Target 42%	Target 64%
			Actual	Actual	Actual	Actual
			Target 0%	Target 7%	Target 14%	Target 21%
			Actual	Actual	Actual	Actual

and define word classes accurately and identify them in sentences.

- The spelling Shed will be trialled by UKS2
- A range of writing opportunities will be evident in all areas of the curriculum and this will be shown in books and in planning.

Early Years (F2) children are assessed against the Development Matters Statements for writing and against the progression for writing

	Baseline attainment October 2018	Target attainment July 2019	December 2018 (target)	March 2019 (target)	July 2019 (target)
% children at age bands for writing	8-20 – 16-26 - 22-36 - 11% 30-50 – 89% 40-60 –	ELG – 89% ELG Exc – 22%	8-20 –(% target) 16-26 – 5% target) 22-36 –(% target) 30-50 –(55% target) 40-60 –(45% target) ELG- (% target)	16-26- (% target) 22-36 – (% target) 30-50 – (11% target) 40-60 – (66% target) ELG – (22% target) ELG Exc - (% target)	16-26 - 22-36 - 30-50 - 40-60 - ELG – (89% target) ELG Exc – (22% target)

- All staff will be trained to deliver Kinetic Letters and there will be high expectations for presentation of work in all areas of the curriculum.

Key People		Funding & Resources				
<ol style="list-style-type: none"> Kate Cleaver – Principal Rob Hardcastle – HOPE Jo Yaillourou – Kinetic Letters Lead Neil Black – English Lead 		<ol style="list-style-type: none"> Sharing Standards subscription fee Kinetic Letters Training for UKS2 staff The Spelling Shed subscription fee 				
Actions /Tasks (and those responsible)			Who?	Who monitors /evaluates ?	When	Check
Train NB, SM and AM in the Kinetic Letters programme (SC7)			NB, SM, AM	KC	Sept 18	Sept 18
Create a portfolio of handwriting across all key stages (SC7)			JY	KC	Termly	Feb 19

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SLT data accuracy check (SC2)	KC, RH	RH	Jan 19	Jan 19
Accurate assessment and tracking of progress is evident in books (SC2)	NB, HS, LB	NB/KC	Oct 18	Termly
Use writing tracking data to identify and implement interventions for children who are falling behind – EY-Y6 (SC2)	LB, HS, NB	KC / RH	Oct 18	Termly
Discreet teaching of GPS in weekly lessons in KS1 and KS2 (SC4)	LB, HS, NB	KC / RH	Sept 18	Termly
The Spelling shed will be trialled and reviewed in UKS2 (SC5)	NB	KC/NB	Sept 18	Jan 19
Introduce Sharing Standards as a form of assessment. All teaching staff in KS1 and KS2 will receive training. (SC3)	LB, HS, NB	KC / RH	Sept 18	Sept 18
All children in KS1 and KS2 will be assessed using the Sharing Standards tool once during the course of the academic year. (SC3)	LB, HS, NB	KC/RH	Sept 18	Termly
Monitor the impact 1 page marking has on outcomes and how this is reflected in teachers' planning (SC3)	NB	KC/RH	Nov 18	March 18
Cross Trust Moderation of writing to ensure assessment accuracy and enable sharing of good practice (SC2)	LB, HS, NB	KC/RH	Nov 18, March 19, June 19	Jan 19, March 19, June 19
Re-cap narrative strategies to ensure that teachers plan for them. CPD to support teachers with this (SC1)	LB, HS, NB	RH/KC	Feb 19	March 19
Book scrutiny to ensure application of the KL scheme of handwriting (SC7)	KC/JY	KC/RH	Jan 19, May 19	Jan 19, May 19
High quality fiction and non-fiction texts will be used as models and as stimulus for writing in all key stages. (SC6)	JY, LB, HS, NB	NB/KC	Nov 18, March 19, June 19	Nov 18, March 19, June 19

Evaluation

January 2019

Supporting evidence:

April 2019

Supporting evidence:

July 2019

Supporting evidence: