

| Focus Priority 2 | All pupils make at least expected in year progress for Writing (EY-Y6) |
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| <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 (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 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. 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 |
|---|-----------------------------------|--------------------------|------------------------------|------------------------------|------------------------------|--|
| 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. | | | | | | Children will be able to talk about their writing, identifying their strengths and what they need to improve. |
| Year Group | Baseline ARE attainment July 2017 | ARE attainment July 2018 | December 2017 | March 2018 | July 2018 | <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> |
| 1 | 5.29 | 12.29 | Target 7.29 Actual 6.43 | Target 9.79 Actual 8.57 | Target 12.29 Actual 10.43 | |
| 3 | 15.75 | 22.75 | Target 17.75 Actual 17.83 | Target 20.25 Actual 19.9 | Target 22.75 Actual 21.1 | |
| 4 | 19.25 | 26.25 | Target 21.25 Actual 20.25 | Target 23.75 Actual 21.25 | Target 26.25 Actual 23.6 | |
| 5 | 23.33 | 30.33 | Target 25.33 Actual 24 | Target 27.83 Actual 25.33 | Target 30.33 Actual 27.33 | |

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.

Children who are falling behind will be targeted to catch up.

| 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% Exceeding 7% | NS 64% GDS 14% | Target 7% | Target 21% | Target 42% | Target 64% |
| | | | Actual 7% | Actual 23% | Actual 54% | Actual 77% |
| Y6 | Based on the KS1 results 7 out of 11 should reach expected (64%) | NS 72% GDS 14% | Target 0% | Target 0% | Target 7% | Target 14% |
| | | | Actual 0% | Actual 0% | Actual 8% | Actual 8% |
| | | | Target 18% | Target 27% | Target 36% | Target 72% |
| | | | Actual 18% | Actual: 30% | Actual:40% | Actual 60% |
| | | | Target 0% | Target 0% | Target 9% | Target 18% |
| | | | | | Actual: 10% | Actual 30% |

Children will know what writing skills they are learning and how they can be successful.

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

| Early Years | Baseline attainment September 2017 | Target attainment July 2018 | Dec 2017 | April 2018 | July 2018 |
|-------------------------------------|---|---|--|---|--|
| % children at age bands for writing | 22-36 - 11% 30-50 - 77% 40-60 - 11% | 40-60 - 11% ELG - 77% ELG Exc - 11% | 22-36% - 11% Achieved 11% 30-50 - 11% Achieved 11% 40-60 - 77% Achieved 77% | 30-50 - 11% Achieved 16% 40-60 - 55% Achieved 84% ELG - 33% | 40-60 - 11% Actual 16% ELG - 77% Actual 84% ELG Exc - 11% Actual 0% |

| Key People | Funding & Resources |
|------------|---------------------|
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| <ol style="list-style-type: none"> 1. Kate Cleaver – Principal 2. Rob Hardcastle – HOPE 3. Jo Yaillourou – Kinetic Letters Lead | <ol style="list-style-type: none"> 1. Two members of staff need training in both parts of the Kinetic Letters course 2. Training from RH on Write from the Beginning. Two training days, plus 3 twilight sessions |
|--|---|

| 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 | Oct 17 | Termly |
| 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 to ensure that pupils have stimulus that is engaging and age appropriate | KP, NB, LB, JY | KC | Termly | Dec 17 |
| Cross Trust Moderation of writing to ensure assessment accuracy and enable sharing of good practice | KC/JY/L B/NB | KC/RH | Nov 17, March 18, June 18 | Jan 18, March 18, June 18 |
| Book scrutiny to ensure application of the KL scheme of handwriting; ensure that teacher comments in books are developmental and move learning forward and ensure that the quality of work produced by children improves and progress can accurately evidenced | KC/JY | KC/RH | Sept 17, Jan 18, April 18 | Sept 17, Jan 18, April 18 |

Evaluation

Jan 18:

SAS tracking shows that progress in writing in years 1,3,4 and 5 is not as fast we had hoped, but teachers are aware of the steps necessary to address this. Pupil progress meetings used as part of the appraisal process identify the children who are under performing. Measures to further address these progress issues such as small group interventions have been established. This ensures that these children remain a priority focus for the teachers.

The picture in years R, 2 and 6 is better. Teachers in years 2 and 6 are using the TAF in conjunction with SAS to ensure that the evidence for the end of year teacher assessment is thorough.

The new leader in EYFS has made sure that writing is developing earlier and journals in EYFS show the progress that the children are making. Opportunities for writing have been created in all areas of the EYFS setting and the leader has ensured that all members of staff support the facilitation of independent writing whenever possible. She has placed a greater emphasis on talk in her area and encourages the children to verbalise their ideas and develop this into writing.

The introduction of Write from the Beginning on the September training day has changed the way writing is taught across the school. Early monitoring highlighted the need for further training and this was implemented in Oct 17 and again in Jan 18. In the best lessons, working walls clearly show the planning process across the week and tasks are well differentiated to meet the needs of all pupils. In the best lessons the stimulus for writing is clear in the books and evidenced in the book scrutiny.

Spelling was identified as a key area for development and we have invested in a new spelling scheme – Schofield and Sims. All children in KS2 have had a baseline test and have been put into one of five ability groups. These groups are taught for half an hour twice a week. NB is leading on this. Impact will be measured at the end of terms 5 and 6.

Monitoring and evaluation of standards in children’s books highlighted that in one class the need for support was greater and a plan of support has been put in place. This support has resulted in the improved use of working walls and a greater range of writing in the books.

Kinetic Letters is now in place in EYFS; KS1 and LKS2 and is taught weekly. There is still a need to create a portfolio and the EYFS leader has been charged with creating this over the course of the next term.

We had planned to use Hot and Cold writes over the course of this year, but this has not happened. In UKS2 the focus needed to be on ensuring that children were at ARE and the drive to improve SATs outcomes meant that the teaching of writing has focused on explicit skills teaching within a the tight Write from the Beginning framework. The LKS2 teacher needed support in all aspects of her teaching and the focus was on ensuring a tight structure within all of her teaching. This meant that the focus shifted. However, there is much value in the use of Hot and Cold writes and, as such, it will remain as a priority for the academic year 81/19.

Supporting evidence:

- HAT trust writing moderation, examples of completed moderation grids and list of available evidence to discuss
- Planning scrutiny
- Book scrutiny
- Lesson Observation
- EYFS action plan

April 18 –

SAS tracking shows that progress in writing in years 1, 4 and 5 is not as fast we had hoped, but teachers are aware of the steps necessary to address this. Pupil progress meetings used as part of the appraisal process identify the children who are under performing. Outcomes for year 4 have improved and the use of the TAF for year 6 shows that 3 children (30%) are expected to achieve Greater Depth. This is due, in the main, to high quality first teaching used in conjunction with some small group intervention. The principal has led small group intervention to extend and challenge the more able writers in year 6. This has had a positive impact on outcomes.

Writing remains a key focus in EYFS. Children’s writing is displayed and changed weekly to celebrate the work of the children. Outdoor opportunities for writing have increased with the area around the whiteboard regularly in use. Clipboards and whiteboards are available in all areas. Children’s engagement with writing

and desire to write independently is clear – observations by the FS staff evidence this and lesson observations and learning walks also support this.

In year 1 and 2 we have adapted the way writing is taught. We have changed the phonics groups, which were one hour including 'Get Writing' to half an hour – with the focus on phonics and reading. This has allowed us to extend the English teaching session and create greater opportunities for independent and extended writing in KS1.

The introduction of Write from the Beginning on the September training day has changed the way writing is taught across the school. Early monitoring highlighted the need for further training and this was implemented in Oct 17 and again in Jan 18. In the best lessons, working walls clearly show the planning process across the week and tasks are well differentiated to meet the needs of all pupils. In the best lessons the stimulus for writing is clear in the books and evidenced in the book scrutiny. Mini lessons have proved problematic; teachers are not using them. We will reflect on why this is the case and look at ways to move this forward in the coming term. Progress in writing is not yet in line with the ambitious targets set in September, but books show that most children in KS2 can accurately use paragraphs – this links to the way in which planning in Write from the Beginning supports extended writing.

Monitoring and evaluation of standards in children's books highlighted that the support put in place for one teacher. The impact has been her books show that her lessons are differentiated and a range of resources are being used as stimulus for writing.

Anchor charts were in place in UKS2 from September and the use of this tool to support writing is now in place in LKS2 and KS1.

Kinetic Letters is now in place in EYFS; KS1 and LKS2 and is taught weekly. Two teachers have now been on the joining course. The next step is to train the UKS2 teacher and the UKS2 TA. There is still a need to create a portfolio and the EYFS leader has been charged with creating this over the course of the next term.

Supporting evidence:

- HAT trust writing moderation, examples of completed moderation grids and list of available evidence to discuss
- Planning scrutiny
- Book scrutiny
- Lesson Observation
- EYFS action plan

July18 –

SAS tracking shows that progress in writing in years 1, 4 and 5 is not as fast we had hoped, and this will remain a key priority next academic year. Outcomes for year 4 have improved and the use of the TAF for year 6 shows that 3 children (30%) achieved Greater Depth. This is due, in the main, to high quality first teaching used in conjunction with some small group intervention. The principal has led small group intervention to extend and challenge the more able writers in year 6.

Writing remains a key focus in EYFS. Children's writing is displayed and changed weekly to celebrate the work of the children. Outdoor opportunities for writing increased in the summer term and observations showed children keen to engage in independent writing tasks in the outdoor areas.

In year 1 and 2 the reduction of phonics teaching time to allow more time for extended writing in English as well as topic, proved successful as evidenced by the number of children reaching the expected standard for writing at the end of KS1. This was reflected in the quality of writing in their books.

In KS2 the focus on developing vocabulary and producing a range of text types was at the forefront of teaching. High quality, engaging stimulus and teacher modelling were used to ensure that every opportunity to develop the vocabulary in children's writing was addressed. The focus on building vocabulary will remain a priority in the next academic year.

The introduction of Write from the Beginning on the September training day has changed the way writing is taught across the school. While the ambitious targets for years 1,3,4 and 5 were not met, planning scrutiny, book scrutiny and lesson observations in years 1,3 and 5 show that work is well differentiated and expectations are high. Learning in years 3 and 4 has not been of a high enough standard and the teacher has had extra support from the principal and the Head of Primary Education to help her develop her practice.

Anchor charts were in place in UKS2 from September and the use of this tool to support writing is now embedded in LKS2 and KS1.

Moderation of writing took place for all year groups. Standards were agreed and staff fed back that they enjoyed the opportunities to work with other schools.

EYFS was externally moderated by the local authority and the feedback was very positive. All standards were agreed and range of evidence praised.

Supporting evidence:

- HAT trust writing moderation, examples of completed moderation grids and list of available evidence to discuss
- Planning scrutiny
- Book scrutiny
- Lesson Observation
- EYFS action plan