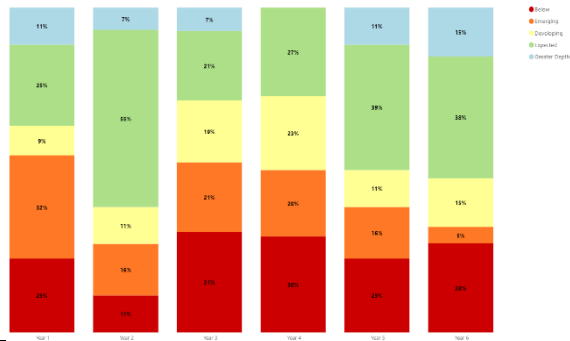


SJSB Subject on a Page: Writing



Subject Assessment Headlines (Summer2021):

- On average, around 43% of the children from Yr1 to Yr6 are working at ARE in Writing.
- On average, around 9% of the children from Yr1 to Yr6 are working at GDS in Writing.
- On average, around 57% of the children from Yr1 to Yr6 are working at WTS in Writing.
- The percentage of children working below ARE is highest in our Year 4 cohort – a targeted cohort that we are tracking closely through school (high percentage of lower attainers at KS1 SATS and SEND pupils.)
- The Disadvantaged group - 63% of pupils are working below ARE.**
- The highest rate of progress across the school is in Year 5 and Year 2, averaging just over 5 steps progress.
- Highest attainment of children working at ARE in year 2 – 67%, followed by Y6 at 53%

Strengths:	Areas of development:
Progress made – school average progress of 4 steps. The data shows that positive progress has been made, with the majority of cohorts making more than expected progress (4 steps). This shows that our changes to how we teach writing have had the intended impact on children's progress and our high quality home learning offer has also enabled children to continue to make progress even whilst away from the classroom.	Awareness of age-related expectations – further guidance and team moderations to be had to ensure consistent writing outcomes for children e.g. Yr2 – a high percentage of children working ARE which is inconsistent with the rest of school. Moderation to be completed in Autumn term.
New writing approach embedded and proven to have made a difference in develop writing stamina and writing confidence as well as having a direct impact on writing outcomes - providing rich opportunities for gathering content for writing using Experience Days, developing vocabulary through collaborative 'chotting' (chatting and jotting), sentence stacking using the writing rainbow lenses, children encouraged to challenge themselves to deepen the moment and growing independence when writing.	Writing purposes and progression – develop staff expertise on genres and purposes for writing and progress within these.
Giving children meaningful purposes for writing using a cross-curricular approach -raising the profile of writing by celebrating and recognising the children's work on Twitter and giving them a real audience when writing by connecting with authors and relevant audiences on social media.	Marking and Feedback of Writing – expectations to be re-shared with staff and particularly with new staff in mind. The editing process to be promoted and discussed at a planned staff meeting.
Getting children in EYFS 'ready to write' by developing fine motor skills in a multitude of ways: continuous provision – various opportunities for mark marking and facilitating 'getting ready to write' in a range of formats e.g. at the easel; developing grip, different options depending on ability and level of support required and developing vocabulary through the use of the 'Grandma Fantastic' puppet in EYFS.	Following engagement with Jane Considine's Spelling CPD training, refine and adapt our spelling provision and seek to allow for time to be allocated weekly to investigating and learning spelling rules.

6. Governor Link

Governor Link is F.Joyce, subject report at the end of the year summarising where we are at with English has been shared and we hope to invite Frank in to conduct multiple learning walks to see our plans in action next year.

5. Parent Links

Progress in writing is reported to parents during parent's evening meetings and examples of children's completed pieces of writing are shared on Seesaw for parent's to see.
-Should circumstances allow, a writing workshop is to be offered to parents at the beginning of next year outlining the expectations for year groups and ways they can support their children's development in writing.

4. CPD/ staff meetings

-Staff to engage in Vocabulary Ninja Training on 01.09.21 to look at how we introduce a whole school words of the day to further promote vocabulary development across school.
-Staff meeting to be held on the Editing process and how this should look in action within the classroom using our editing station resources.
-BEACON Writing Group – termly meetings to keep up to date with best practise and the sharing of ideas.
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7. Raising profile of Writing:

- Adapt working walls expectations to promote and revitalise their purposeful use in each classroom and to further highlight the writing process for children.
-Continue to celebrate writing outcomes through displays and tweets, particularly when shared with relevant authors etc linked to topic.
-Introduce a whole school, 'Every Piece, Every Time' initiative whereby each year group has writing non-negotiables which children aim to achieve in every piece of writing.

Subject Next Steps

3. Assessment

-Data drops twice a year – autumn and summer.
-After each data drop, targeted writers to be identified, with a focus on PPG writers requiring further support. Interventions to be responsive and have an impact – E.g. Support with Sentences Intervention.
-Data to be analysed after each data drop to highlight areas of strength/development.

1. Monitoring

-Writing planning to be monitored at the end of the Autumn Term to ensure new writing planning structure is working and any necessary adaptations made, also to check progression of skills across departments within planning
-Writing Lesson learning walks to observe a variety of different parts of the writing process in action e.g. gathering content, sentence stacking and demonstration writing led by the teacher.
-Writing Moderation scheduled for 01.12.21 with BEACON group.
-Writing Book Looks to observe progression of skills in action and ensure consistency of approach.

2. Curriculum

-Medium term curriculum maps updated to show writing outcomes and purposes across a half-term.
-Long term curriculum overviews to show genre coverage and a broad mixture of narrative and non-narrative pieces.
-Tier 1 and Tier 2 words of the day planned for and highlighted on medium term planning, Vocabulary Ninja resources to be utilised.
-Handwriting – children to be taught cursive style from Summer Y1. Handwriting sessions to be taught daily.
-Spelling – to be signposted on medium terms plans. Taught spelling lessons to replace weekly testing, with spelling investigations to be introduced using Jane Considine's Spelling Books.