

**Subject Development Planning 2020.21**

**ENGLISH WRITING**

Recovery plan elements

<p align="center"><b>INTENT</b></p> <p align="center">Our objectives to raise standards in writing</p>	<p align="center"><b>IMPLEMENTATION</b></p> <p align="center">How we will deliver our planned objectives</p>	<p align="center"><b>IMPACT</b></p> <p align="center">How we will measure the effectiveness of our actions</p>
<p><b>Objective(s)</b></p> <p><b>A.</b> Ensure that writing opportunities within the broader curriculum are fully developed. All opportunities for meaningful writing are taken advantage of.</p> <p><b>B.</b> All opportunities to develop vocabulary are utilised. (genre, subject, topic specific)</p> <p><b>C.</b> Children confidently understand what they are learning in writing and how they can improve.</p> <p><b>D.</b> Develop writing for purpose so that children understand writing as a form of communication</p> <p><b>E.</b> Support staff are able to confidently progress and develop children’s writing</p> <p><b>F.</b> Introduce additional capacity for writing conferencing and develop teachers capacity for writing conferencing</p> <p><b>G.</b> Introduce the Read Write Inc Spelling programme for Key stage 2 to improve standards in spelling in writing</p>	<p><b>A</b></p> <ul style="list-style-type: none"> <li>All opportunities to develop writing through study in foundation subjects are exploited by teachers planning foundation study with core writing and reading in mind</li> <li>Writing genres and KPIs for writing for each class are mapped.</li> <li>Planning for writing linked to the broader curriculum is assessed for consistency and quality for all year groups. <b>Monitoring timetable for autumn 1 and 2</b></li> <li>Scrutiny of outcomes is part of the <b>monitoring timetable.</b></li> <li>Sharing good practice and examples of improved outcomes are shared</li> </ul> <p><b>B</b></p> <ul style="list-style-type: none"> <li>All classes have a vocabulary learning wall that teachers and children build and utilise and apply in their writing</li> </ul> <p><b>C</b></p> <ul style="list-style-type: none"> <li>Develop a system to promote children’s independent and accurate implementation of Key Progress Indicators. SRB as part of editing and drafting</li> </ul> <p><b>D</b></p> <ul style="list-style-type: none"> <li>Writing is ‘published’ in a variety of ways</li> <li>Writing will be linked to a specific purpose that opens up their writing to different audiences</li> </ul> <p><b>E</b></p> <ul style="list-style-type: none"> <li>Staff training on techniques to support children’s writing development (SPAG, questioning, modelling, editing)</li> </ul>	<ul style="list-style-type: none"> <li>A robust writing curriculum with clear KPIs will be in place.</li> <li>Children are engaged with their writing and are using KPIs accurately (SRB) to improve their own work.</li> <li>Scrutiny of work will indicate that children have an understanding of the progress they are making.</li> <li><b>Scrutiny of work will indicate that conferencing is impacting positively on standards</b></li> <li><b>Scrutiny of work will indicate the extent of catch up that some children have made in response to conferencing</b></li> <li>Scrutiny of work will indicate that children’s writing reflects increasingly sophisticated use of vocabulary</li> <li>Children will develop a deeper understanding of what they need to implement to make their writing more effective</li> <li>Children will make more progress in writing.</li> <li>Children will be inspired and engaged to write for different audiences. Their work will be shared ‘published’ or performed</li> <li>Support staff can confidently progress writing when working with children in class.</li> <li><b>Assessment of spelling in each class will demonstrate impact of RWI Spelling programme.</b></li> <li><b>Spelling in children’s writing (independent application) will improve</b></li> <li><b>KS2 SATS outcome for spelling within SPAG will improve. (Greater impact expected over time as strategy becomes embedded)</b></li> </ul>

- **Monitoring of impact of training on support in class**
- F**
- **A member of staff with skills to conference writing across key stage 2 classes has been identified and removed from the support staff timetable to enable daily conferencing**
  - **Autumn timetabling to deliver the recovery plan specifies timeslots where teachers are able to conference children 1:1**
  - **English lead works with teachers to enable accurate prioritisation of children for conferencing from analysis of baseline data, work scrutiny and in consideration of disadvantaged status**
  - **Scrutiny of conferencing outcomes and resulting feedback is included in monitoring timetable**
- G**
- **Autumn 1. 2 KS1 teachers work with all KS2 teachers to coach them on RWI teaching style and techniques.**
  - **2 staff meetings take place to introduce the RWI spelling resources**
  - **All KS2 classes begin RWI spelling in autumn 2 timetabled in on a daily basis**
  - **Provision is quality assured by phonics lead and English lead in autumn 2**
  - **Provision extended to run throughout the year beyond recovery plan**

**Persons responsible for leading action:**  
 Charlotte Goatman, English lead, year 5 teacher  
 Jeremy Walden, Headteacher

Actions with dates refer to the whole school Monitoring Plan.

AR= Accelerated Reader programme  
 SRB= Self Regulating Behaviours

**Success Criteria:**

**Writing**

- **The majority of children will make 3 terms, or more, progress in writing as indicated by internal moderations, work scrutiny and Target Tracker.**
- **Children identified from assessment in September as being significantly behind due to lockdown who receive additional conferencing will make accelerated progress**
- **All children who receive conferencing will make accelerated progress from their starting point**

- When evaluated through pupil voice discussion, children will speak positively and passionately about their progress in writing and what they want to achieve next.
- Children will have a deeper understanding of the purpose of writing as a form of communication
- Writing demonstrates increased breadth of vocabulary that reflects learning from the broader curriculum
- Standards in spelling in key stage 2 will improve

Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative <i>(different colours for each term)</i>
<b>Action A:</b> Ensure that writing opportunities within the broader curriculum are fully developed. All opportunities for meaningful writing are taken advantage of.	<ol style="list-style-type: none"> <li>1. Meet with all teachers to assess the writing planning overview for 2020/21 (autumn recovery plan)</li> <li>2. Share outcome of meetings with SLT</li> <li>3. Plan follow up meetings as required to advise and guide teachers and assess outcomes.</li> <li>4. Gap analysis of missed genres from summer term shared with all teachers to help in identifying possible missed SPAG content</li> <li>5. Scrutinise outcomes as part of school's monitoring schedule</li> </ol>	<ul style="list-style-type: none"> <li>• Children's standards in writing continue to improve</li> <li>• Children's engagement and enjoyment of writing develops further</li> <li>• Writing opportunities will be fully developed within planning for the broader curriculum</li> <li>• Teachers are confident in their ability to plan writing opportunities</li> <li>• Writing opportunities are consistently well planned across school</li> <li>• Writing outcomes reflect planning and therefore show progress</li> </ul>	JW&CG	
<b>Action B:</b> All opportunities to develop vocabulary are utilised. (genre, subject, topic specific)	<ol style="list-style-type: none"> <li>1. As part of the planning meeting; ensure that teachers are considering the vocabulary specific to the topic or genre and are referring to it explicitly.</li> <li>2. In lesson observations look for introduction and discussion of vocabulary and children's good use of new vocabulary</li> <li>3. All classes to have a vocabulary display linked to topic, genre, for children to refer to.</li> </ol>	<ul style="list-style-type: none"> <li>• Opportunities to introduce and develop new vocabulary are fully implemented</li> <li>• Children's writing reflects the vocabulary introduced, they are able to apply it fluently</li> </ul>	JW&CG	
<b>Action C:</b> Children confidently	<ol style="list-style-type: none"> <li>1. Introduce 'umbrella' learning objectives for writing that enable and encourage children to become</li> </ol>	<ul style="list-style-type: none"> <li>• Writing standards improve</li> </ul>	JW&CG	

<p><b>understand what they are learning in writing and how they can improve</b></p>	<p>more autonomous in their application of KPIs.(Austin’s butterfly SRB) (Years 4,5,6)</p> <ol style="list-style-type: none"> <li>2. Children will have their own KPI reference to use in planning, drafting and editing their writing</li> <li>3. Developing children’s self-assessment of their writing against KPI</li> <li>4. Staff training on the use of KPIs in writing</li> <li>5. Book look to assess the impact of KPI system on improvement of writing (part of monitoring and moderation cycle and part of school evaluation spring 2)</li> </ol>	<ul style="list-style-type: none"> <li>• Children are confidently and accurately applying and assessing their own progress against KPIs (possible pilot approach)</li> </ul>		
<p><b>Action D: Develop writing for purpose so that children understand writing as a form of communication</b></p>	<ol style="list-style-type: none"> <li>1. Assess long term plans to ensure that opportunities to write for a purpose are fully developed</li> <li>2. Compare the writing outcomes from regular writing activities opposed to ‘published’ writing through book look.</li> <li>3. Pupil voice to assess whether children have responded differently to published writing tasks compared to regular writing tasks.</li> </ol>	<ul style="list-style-type: none"> <li>• Writing derived from ‘published’ writing activities will be of a higher standard.</li> <li>• The approach will emphasise the important role of writing as a form of communication and awareness of audience</li> <li>• Children are enthusiastic and confident about writing.</li> </ul>	<p>JW&amp;CG</p>	
<p><b>Action E: Support staff are able to confidently progress and develop children’s writing (pp strategy)</b></p>	<ol style="list-style-type: none"> <li>1. Plan a programme of training for support staff</li> <li>2. Deliver training for staff</li> <li>3. Quality assure impact of training</li> <li>4. share good examples of practice</li> </ol>	<ul style="list-style-type: none"> <li>• Quality of support for writing in class is improved.</li> <li>• Supports staff can confidently extend learning in writing</li> </ul>	<p>JW&amp;CG</p>	
<p><b>Action F Introduce additional capacity for writing conferencing and develop teachers capacity for writing conferencing</b></p>	<ol style="list-style-type: none"> <li>1. Coach SL in writing conferencing approaches</li> <li>2. Establish a permanent work station for conferencing for SL (regarding Covid RA)</li> <li>3. Establish conferencing areas for all teachers (regarding Covid RA)</li> <li>4. 2 planned scrutinies of outcomes from conferencing in autumn term</li> <li>5. Feedback to individual teachers on outcomes and how conferencing can be improved</li> <li>6. CG coach teachers as required to improve conferencing impact</li> <li>7. CG Scrutinise assessment with teachers to prioritise children</li> </ol>	<ul style="list-style-type: none"> <li>• Scrutiny of work will indicate that conferencing is impacting positively on standards</li> <li>• Scrutiny of work will indicate the extent of catch up that some children have made in response to conferencing</li> </ul>	<p>CG, JW</p>	

<p><b>Action G</b>  <b>Introduce the Read Write Inc Spelling programme for Key stage 2 to improve standards in spelling in writing</b></p>	<ol style="list-style-type: none"> <li>1. LG and KW to coach KS2 teachers throughout autumn 1 in RWI techniques. Weekly visits.</li> <li>2. Teachers conduct demo lessons to get feedback from coaches.</li> <li>3. Purchase and organise the RWI spelling resources</li> <li>4. 2 staff meeting in autumn 1 to introduce resources and finalise provision for RWI spelling</li> <li>5. RWI spelling begins in all KS2 classes in autumn 2</li> <li>6. Provision is QA by LG and KW as well as by peers</li> <li>7. CG to scrutinise assessment outcomes to identify progress and good practice</li> <li>8. Staff meeting autumn 2 to review provision so far, share good practice and agree improvements for spring term</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment of spelling in each class will demonstrate impact of RWI Spelling programme.</li> <li>• Spelling in children’s writing (independent application) will improve</li> <li>• KS2 SATS outcome for spelling within SPAG will improve. (Greater impact expected over time as strategy becomes embedded)</li> </ul>	<p>LG, KW, CG</p>	
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