

Writing Action Plan

2020-21



Standards: Subject Data Summary 2019

2019 Results (National figures shown in green)		
Phase	EXP	GD
EYFS	Writing - 63% (74%)	
	Moving & Handling – 63% (89%)	
KS1	Writing – 76% (69%)	Writing – 20% (15%)
KS2	Writing – 83% (78%)	Writing – 13.3% (20%)
	GPS – 43.3% (78%)	GPS – 6.7% (36%)

N.B. 2020 data unavailable due to National Lockdown.

Summary of Key Issues:

Extracted from Heamoor School Development Plan 2020-21

Priority 2: Writing, spelling & grammar

To accelerate rates of progress in writing, punctuation, spelling & grammar across the school so that pupils reach or exceed ARE by the end of each key stage. Specific focus on EYFS & KS2, disadvantaged and most able.

In order to achieve this, we will:	Success Criteria:
<ul style="list-style-type: none">✓ Structured support and training to refresh approaches to Talk for Writing incl. peer support, demonstration lessons✓ To closely monitor the feedback for children to ensure it is responsive to daily need and that common misconceptions are used to shape future teaching and learning✓ Embed online GPS 'quiz' to aid formative assessment and identify whole class gaps in knowledge & understanding✓ Closely monitor quality of learning in T4W sessions to ensure high profile of GPS✓ Improving oracy skills as a key skill needed in writing✓ Develop cross-curricular creative writing opportunities to promote writing as a meaningful, memorable, multi-sensory learning experience✓ Long-term planning of high-quality stories and texts that link directly to the whole school curriculum to facilitate cross curricular learning✓ Revisit taught spelling sessions in KS2 to develop confidence and progress in spelling✓ Ensure that children have opportunities to write for a real purpose✓ Ensure a wide range of opportunities for extended writing both inside and outside of school✓ Ensure writing leader continues to develop a working knowledge of the writing provision in EYFS/KS1.	<ul style="list-style-type: none">✓ Writing leader has a sound knowledge of T4W and all staff are confident in their delivery.✓ Staff are giving high quality feedback to pupils enabling them to make progress.✓ GPS teaching is tailored to meet the needs of the pupils based on gaps in understanding.✓ Staff are planning and delivering writing lessons that include elements of GPS and are embedding the GPS aspects already taught.✓ Spoken language is planned and taught across the curriculum.✓ Pupils enjoy writing and view it as relevant and purposeful, a vehicle to communicate their ideas creatively.✓ All pupils make good progress in writing which is reflected in teacher assessments.✓ Pupils enjoy talking about their writing and reflecting on the writing of their peers.✓ Pupils understand the importance of being able to spell quickly and accurately as an aid to writing composition.✓ Pupils make good progress in spelling and handwriting.✓ Pupils are confident with grammatical terminology and use it purposefully to talk about language.✓ Pupils select and use vocabulary, grammar and punctuation for effect and purpose in their writing.

Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who?	Mid-year	End of year
Priority 2: Writing & GPS							
Provide National T4W training for staff (online – 5hrs)	BD	Spring 1	£1250	Training response forms	BD/JF	Staff have up to date knowledge/understanding of the T4W approach	Quality of writing sessions and staff confidence show improvement
To re-establish and enrich the T4W approach used across the school. ensuring consistency of the approach and quality of teaching and learning	BD	Autumn 2	In-house release	Training Lesson monitoring Book looks	JF	Series of training has been delivered to staff focussing on the 3 core phases; i. Immersion ii. innovation iii. invention	Monitoring shows a consistent and robust approach in place and quality of writing has improved across each phase.
Develop spelling proficiency in KS2 through a structured programme from Year 1 upwards. This includes a consistent approach to improving the use of incorrect spellings in daily writing	BD	Established by end of autumn 1. Ongoing all year.	Leadership/SLT time	Improved spelling outcomes by end of KS2	BD SLT	Spellings scores each week, on average show 7 out of 10, with incorrect spellings being addressed in books	End of KS2 outcome of 15/20 in spelling test. Spelling progress in books good.
Book-look and pupil conferencing identifies rapid improvement in the use of spellings and punctuation in a range of books	BD	Ongoing – all year.	Leadership time	Impact of teaching. Progress over time.	BD SLT	Progress over time is at least good in all books with 20% more than good	Progress over time is at least good in all books with 25% more than good
Implement a GPS assessment & tracking tool.	BD	By half-term (Autumn 2019)	Subject Leader release time. £185.00	Results from GPS quizzes.	BD	Teaching and learning informed by results of quizzes.	Teaching of GPS improves and outcomes are in line with at least National average
Ensure pupils have range of cross-curricular writing opportunities.	BD	Autumn Term 2019	Subject Leader release time. £157	Develop 'Imagination Station' for creative writing.	BD	Pupils are enjoying being creative and are	Writing is published in a variety of ways throughout the school.
Monitor the teaching of GPS to ensure high quality teaching and learning.	BD	Ongoing	Release time.	Lesson observations & pupil conferencing.	BD/JF	Pupils developing their use of vocabulary, punctuation and grammar.	Pupils are confident with grammatical terminology.
Monitor the feedback given to pupils to enable progress to be made.	BD	Ongoing	Release time	Lesson observations & pupil conferencing	BD/JF	Pupils making good progress towards NC objectives.	Pupils achieve ARE at least in line with national average

Ensure that the curriculum map shows links between topics and written texts.	BD	Autumn 1	Release time.	Research into the most appropriate texts to be used.	BD	T4W lessons show writing of high quality. Teachers demonstrate a confident understanding of the T4W approach	Writing across the curriculum is of high quality ensuring EoY targets are achieved
Continue to provide extra-curricular writing opportunities.	BD	Ongoing	N/A	Competitions; workshops; project enrichment.	All staff	Pupils have engaged with a range of writing opportunities.	Pupils have engaged with a range of writing opportunities.
Training provided to ensure staff are confident in teaching oracy.	TC	Spring	Release time 9x £157 staff meeting time.	Staff teach and use oracy in day to day teaching.	All staff	T4W lessons used to teach and develop oracy skills.	Lessons across the curriculum involve elements of oracy.
Set up regular moderation opportunities – starting with input/training from LA moderator	BD	Spring	Staff meeting time	Feedback from moderation	JF	Staff have increased confidence with assessment of writing & understanding of moderation process	Moderation opportunities established with other local settings
Continue to use 'No More Marking' Comparative Judgement programme to ensure access for staff to national writing moderation opportunities	BD	Autumn 2	Directed time Cost of package £714	Reports following national tasks	JF	Staff will have the opportunity to moderate out of year group. Staff will develop confidence in the consistency of their judgements across the school	National reports show consistency of internal judgements and how our pupils perform nationally

