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| **Key Priority** | **To improve the quality of teaching and learning in writing across the school** | **Monitoring documents to support evaluation and share with Governors** |
| **Individual Strands within the priority area** | 1. Implement new handwriting and spelling schemes | * **Curriculum Overviews** * **Subject Monitoring files** * **School Improvement Plan (SIP)** * **Subject Reports/Link Gov reports**   ***Colour Code:***  ***Autumn Actions***  ***Spring Actions***  ***Summer Actions*** |
| * 1. Embed the three-week writing plan, linked to high quality texts, and with regular short-burst writing opportunities planned in for all year groups |
| * 1. Develop modelling approaches in writing with high expectations to ensure that there is regular opportunity to write at greater depth with appropriate scaffolds in place |
| 1.4 Establish writing assessment toolkits in all year groups in order to use moderation effectively to accelerate progress |

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| Implement new handwriting and spelling schemes | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.1 | Implement mew handwriting scheme | ED | SB | Book looks; learning walks; data analysis | Management time; training for staff; cost of programme | Improvement in presentation across the school |
| Writing stamina will increase and therefore quality of writing will improve |
| Improvement in Y6 writing outcomes |
| Implement new spelling approach | ED | SB | Book looks; learning walks; data analysis | Management time; possible purchase of a programme | Improvement in self- correction and general writing skills |
| Quality of writing improved through ambitious vocabulary accurately spelt |
| Outcomes at the end of KS2 improved in SpAG and writing |

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| Embed the three-week writing plan, linked to high quality texts, and with regular short-burst writing opportunities planned in for all year groups | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.2 | Embed the three-week writing plan, linked to high quality texts, and with regular short-burst writing opportunities planned in for all year groups | ED | SB | Book look; planning checks | Management time; consultant visits; moderation | Planning will include opportunities to write frequently and to edit repeatedly. This will build up stamina and skill in writing for a variety of purposes and offers deliberate practise for skills learnt. |
| Learners will follow a carefully constructed plan which leads efficiently to a final piece of writing to showcase the skills learnt in the unit. Planning reflects the national curriculum |
| The use of high quality texts will provide learners with the vocabulary they need as well as the innate structure, to build on their own existing language and therefore become more confident and capable writers. |
| Planning to reflect appropriate Key Stage outcomes and through the use of TAFs, accurate assessment ensures the outcomes of learners are secure and can be built upon successfully throughout the school |

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| 1.3 Develop modelling approaches in writing with high expectations to ensure that there is regular opportunity to write at greater depth with appropriate scaffolds in place | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.3 | Show teachers how to model effectively | ED/ SB | SB | Learning walks | Management time / staff meeting time | Teachers provide a model that is superior to expectation for chn |
| Chn magpie high quality writing and therefore reach better outcomes |
| Teachers provide opportunities for HA to reach GD through exposure to higher quality learning talk and metacognition |
| Ensure scaffolds are provided for learners who need them – supporting learners to reach their best – including HA | ED/ SB | SB | Learning walks/ book looks | Management time / staff meeting time | Chn will be supported to reach the best outcomes, as the challenge is set to stretch HA and support those who require it. |
| Teachers will be aware of the next steps for chn and ensure they know how to get them there. |

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| Establish writing assessment toolkits in all year groups in order to use moderation effectively to accelerate progress | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.4 | To provide and utilise TAFs | ED/HW | SB | Book looks / planning | Management time | Teachers will look carefully at TAFs to ensure teaching time is spent doing what is necessary, meeting the expectations of the appropriate age group. |
| Staff will understand age appropriate SK4T&L and will provide chn with the learning they need to prevent cognitive overload. |
| To provide ‘toolkits’ for chn to support their writing | ED/TB | SB | Book looks/ learning walks | Management time photocopying costs | Chn will be provided with the means to access support and age-related expectation-based toolkits soi that they may be stretched and understand expectation more accurately and thus develop the ability to refer to support materials |
| Teachers will train chn to use what has been provided so that chn may show the skills required when writing and moderation looks closely at their independent skills for correction |
|  | To moderate all year group across school | ED/SB | SB | Data analysis | Management time/ staff time/moderation costs | Staff will have a stronger understanding of what is expected of their age related expectation and the more accurate assessment will highlight where weaknesses lie in teaching and learning so they may be identified and remedied at speed. |

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| **Extra - curricular support for writing** | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.5 | Library use – timetable for all classes | ED | SB | Timetabled lesson and whether used | Management / teacher / learning time | Teachers will utilise the library space to embed the love of stories and assist chn in choosing high quality texts for challenge and to inspire writing |
| Establish reading ambassadors so that chn can become responsible for our library | ED | SB | Minutes from meetings with reading ambassadors | ED directed time | Chn will have responsibility for their library. They will establish a monitoring system for the borrowing of books and ensure an atmosphere of respect is maintained when using the library. |