**Improving Outcomes in Writing**

**Report compiled by:**

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| Setting priorities | * The School Development Plan includes a key objective for raising the quality of writing across the school
* Upper KS 2 is named specifically as a focus, as outcomes at the end of Year 6 for GD writers, are below expected. Therefore, the development of more able writers needs to be tracked back and planned for in a long term manner.
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| Actions | * English Lead introduced a Simple View of Writing monitoring template to College Town, to help staff identity: good writers, technically good writers, frustrated writers, poor writers. The assessment tool helps teachers identify children that fall into each category and suggests ways to support them. English Lead uses information to monitor standards and progress in writing across the school.
* Staff are given opportunities to moderate writing across year groups using Focus Education monitoring criteria. This helps ensure consistent judgements across the year group and provides further feedback for targeting individual learners.
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|  | * English Lead and Lead Practitioner provide coaching and support for ECT and new to CT teachers, in Years 3 and 4 to ensure practice is consistent and of high quality in English. Year 3 complete whole year group observations of each other to extend knowledge of learning needs across the year group.
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|  | * Lead Practitioner began further support focusing on Year 5 writing (Dec 2021) - looking at effectiveness of teaching and learning, as a building block to improving outcomes at the end of Year 6. Evaluation begins with least experience staff in order to assess CPD needs.
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|  | * In-class coaching begins first week back in January to support improvements in the quality of work in books and to ensure teaching is more closely focused on teaching children the skills needed to become fluent writers.
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|  | * SLT monitor effectiveness of planning in to practice in Year 5 and swiftly offer targeted support to improve standards.
* Lead Practitioner planned three week English unit with Year 5 colleague to demonstrate how to link lessons more closely to NC Objectives, in order to improve the effectiveness of delivery.
* A brief book look demonstrated inconsistent practice across the year group and as a result of this English Lead and Lead Practitioner put together a short support plan.
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|  | * English lead invited Year 5 colleagues to live teaching sessions in Year 6. Lead Practitioner will be partner to support professional discussion.
* English Lead will offer further coaching to Year 5 colleagues to model how to plan a weekly unit. This will be in fully funded additional coaching time.
* English Lead and Lead Practitioner will monitor the impact of planning into practice coaching.
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| Impact | * The school has a positive approach to raising standards of outcomes in writing.
* Support is consistent and swift, with clear lines of responsibility and communication for offering practical support.
* Coaching and mentoring is used as a model of school improvement, to ensure that outcomes for children are strong.
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