

## Writing School Development Plan 2020-2021

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Context	Data	2019		2020		Target 2021	
	Writing	EXS+	GDS	EXS+	GDS	EXS+	GDS
Outcomes in writing have been steadily improving over the last three years; however a rigorous writing curriculum is required to ensure that standards improve to an average of 75%+ in EXS+ and 25%+ in GDS.	Year 1	72	7	70	3	75	25
A thorough and detailed writing curriculum will be established with a clear intent (what will be taught in each year group) and implementation document (how it will be taught). CPD will be delivered and impact will be monitored throughout the year.	Year 2	70	7	66	10	75	25
By summer 2021, Edale will have a well-established writing curriculum and outcomes will be averaging 75%+ in EXS+ and 25%+ in GDS from Year 1 – Year 6	Year 3	67	10	57	10	75	25
	Year 4	68	16	70	7	75	25
	Year 5	63	20	63	13	75	25
	Year 6	78	25	73	20	75	25

### Priority 1: To research and create the Edale Writing Curriculum

- A. Research writing curriculums (intent) and pedagogy (implementation) being used nationally and internationally as well as other Transform schools
- B. Establish a writing intent document that systematically outlines exactly *what* is to be taught in each year group and specify genre coverage
- C. Establish a writing implementation document that details the pedagogical approach for writing at Edale rise

### Priority 2: Deliver CPD to ensure the writing curriculum is implemented

- A. Create initial CPD resources and have them quality assured by Lead Associate, Sharon O'Connor and SLT
- B. Deliver initial CPD sessions to class teachers
- C. Host open classrooms to provide clarity around key pedagogical approaches
- D. Provide coaching/mentoring for writing planning

### Priority 3: Refine assessment procedures in writing to ensure integrity of teacher assessments

- A. CPD regarding 'Teacher Moderation Toolkits'
- B. Two phase meetings per half term to be assigned to writing moderation
- C. English Leads to moderate writing judgements in autumn, spring and summer

Priority	Action	Details
1a	Research writing curriculums (intent) and pedagogy (implementation) being used nationally and internationally as well as other Transform schools	English leads to collaboratively research writing curriculums and pedagogy, ensuring the following are all covered: <ul style="list-style-type: none"> <li>• Talk for Writing (Pie Corbett)</li> <li>• Writing Revolution (Hochman et al.)</li> <li>• Sentence Stacking (Jane Considine)</li> <li>• Transform Writing (Mark Lowe)</li> <li>• The Four Purposes (Michael Tidd)</li> </ul>
1b	Establish a writing intent document that systematically outlines exactly <i>what</i> is to be taught in each year group and specify genre coverage	English leads to collaboratively write an intent document for writing at Edale, covering: <ul style="list-style-type: none"> <li>• Specific objectives for each year group</li> <li>• A clear progression in sentence types, adverbials and conjunctions</li> <li>• Genre coverage</li> <li>• Whole school overview</li> </ul>
1c	Establish a writing implementation document that details the pedagogical approach for writing at Edale rise	English leads to collaboratively write an implementation document for writing at Edale, covering: <ul style="list-style-type: none"> <li>• The process of teaching writing</li> <li>• Explanations of each stage of the process and exemplifications for each key stage</li> <li>• Linked recordings of English leads modelling each stage</li> </ul>
2a	Create initial CPD resources and have them quality assured by Lead Associate, Sharon O'Connor and SLT	English leads to collaborate on writing CPD package complete with: <ul style="list-style-type: none"> <li>• CPD sessions broken down into key stages</li> <li>• Teacher workbooks to provide structure to CPD</li> <li>• Recordings of English leads modelling key components in the classroom</li> </ul>
2b	Deliver initial CPD sessions to class teachers	<ul style="list-style-type: none"> <li>• English leads to collaborate on delivering CPD package over a series of staff meetings during autumn 1 term</li> <li>• Key principles to be revisited in spring 1; content to be informed through assessment of impact</li> <li>• Key principles to be revisited in summer 2; content to be informed through assessment of impact</li> </ul>
2c	Host open classrooms to provide clarity around key pedagogical approaches	<ul style="list-style-type: none"> <li>• Open classrooms to be hosted by English leads providing modelling of key pedagogical approaches, following initial staff meetings over the course of autumn term</li> <li>• Teacher voice (gathered during phase meetings in autumn 2) to inform potential open classrooms during spring 1</li> </ul>
2d	Provide coaching/mentoring for writing planning	<ul style="list-style-type: none"> <li>• Planning coaching/mentoring to be offered to all staff throughout the year during their PPA time</li> </ul>

3a 3b	CPD regarding 'Teacher Moderation Toolkits'	<ul style="list-style-type: none"> <li>English leads to collaborate on creating guidance materials as how best to use the 'Teacher Moderation Toolkits'</li> <li>Staff meeting in autumn 2 on using 'Teacher Moderation Toolkits'</li> <li>Phase meeting time to be used in autumn 2 to peer support in using 'Teacher Moderation Toolkits'</li> </ul>
3c	English Leads to moderate writing judgements in autumn, spring and summer	<ul style="list-style-type: none"> <li>English leads to moderate the judgements of six children in each year group to ensure writing assessment is consistent across school</li> <li>Process to be repeated at three key data points across the year; cpd for individual staff members will be made available if required.</li> </ul>

Assessment of Impact		
Autumn	Spring	Summer
<ol style="list-style-type: none"> <li>Sharon O'Connor and Transform Associate to QA curriculum documents and CPD materials</li> <li><b>Learning Walks:</b> Following initial staff CPD, learning walks in autumn 2 will be used to assess whether the CPD is being actioned and to inform next steps for staff CPD. These learning walks will evidence that key pedagogical approaches are beginning to be embedded in regular classroom practice.</li> <li><b>Teacher Voice:</b> phase meetings to be used to ascertain teacher confidence in the wiring curriculum and to inform next stages of CPD.</li> </ol>	<ol style="list-style-type: none"> <li><b>Book Look:</b> Book look in spring 1 will show that the key pedagogical approaches are being used in classrooms and that genres are being covered effectively.</li> <li><b>Pupil Voice:</b> Pupil voice around writing in spring 1 to ascertain whether the CPD has had an impact on pupil learning and to inform next steps in CPD. Children will evidence an understanding of the writing process</li> <li><b>Learning Walks:</b> learning walks in spring 2 will evidence key pedagogical approaches being used in all year groups.</li> <li><b>Data Analysis:</b> spring 2 data analysis will show EXS+ at 70%+ and GDS at 20%+</li> </ol>	<ol style="list-style-type: none"> <li><b>Book Look:</b> Book look in summer 1 will show that the key pedagogical approaches are being used in classrooms and that genres are being covered effectively.</li> <li><b>Pupil Voice:</b> Pupil voice around writing in summer 1 to ascertain whether the CPD has had an impact on pupil learning and to inform next steps in CPD. Children will evidence an understanding of the writing process</li> <li><b>Learning Walks:</b> learning walks in summer 2 will evidence key pedagogical approaches being used in all year groups.</li> <li><b>Data Analysis:</b> summer 2 data analysis will show EXS+ at 75%+ and GDS at 25%+ in all year groups</li> </ol>