

Writing School Development Plan 2021-2022

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Context

Edale has made excellent progress in writing over the past 2 years. We have developed a curriculum intent which explicitly maps out the knowledge, both procedural and declarative, children develop in writing across their time in Edale in two key genres: writing to entertain and writing to inform. Our intent is unique in that it explicitly defines **what** children are to learn and this clearly cumulates from year to year, making it clear to teachers how this knowledge builds and how children in each year group can be challenged. Accompanying our explicit intent documents is our process document. This document sets out in explicit detail **how** our intent is implemented at Edale.

In 2021-2022, the recently appointed English lead will take the development of writing further by:

- Ensuring the intent and implementation documents are being confidently embedded across KS1 and KS2
- Developing intent documents for 'Writing to Persuade' and 'Writing to Discuss' and launch these with KS2.
- Further refine assessment procedures so that impact is accurately and robustly assessed across school
- Refine and develop formative assessment procedures so that good writing habits are developed by children
- To monitor assessments, supporting teachers in ensuring all year groups meet their writing targets
- To provide support for teachers in developing greater depth writers with the view to secure 25% as an average GDS in all year groups in 2022-2023

| 2021-2022 | Reading | | | | Writing | | | | Maths | | | |
|---------------|--------------|-----------|--------------|----|--------------|-----------|--------------|----|--------------|-----------|--------------|----|
| | Summer 2021* | | Targets 2022 | | Summer 2021* | | Targets 2022 | | Summer 2021* | | Targets 2022 | |
| F2 | 44 | 0 | 65 | | 44 | 0 | 65 | | 56 | 0 | 65 | |
| Year 1 | 68 | 18 | 75 | 20 | 68 | 7 | 75 | 15 | 71 | 21 | 75 | 24 |
| Year 2 | 57 | 15 | 69 | 24 | 42 | 4 | 62 | 21 | 62 | 23 | 69 | 27 |
| Year 3 | 80 | 36 | 80 | 36 | 63 | 7 | 75 | 20 | 80 | 17 | 80 | 20 |
| Year 4 | 44 | 4 | 81 | 22 | 52 | 0 | 74 | 12 | 78 | 17 | 77 | 19 |
| Year 5 | 52 | 13 | 73 | 21 | 50 | 19 | 69 | 21 | 81 | 31 | 81 | 31 |
| Year 6 | 85 | 21 | 80 | 20 | 53 | 3 | 76 | 18 | 78 | 14 | 78 | 28 |

* Summer 2021 data controls for those children who were unable to sit the assessments.

Priority 1: To ensure the intent and process documents have been effectively implemented across KS1 and KS2

- Establish a robust monitoring timetable to ensure timely interventions are in place for any year groups not effectively implementing the intent and process documents
- Provide coaching for teachers who may need further support in implementing the intent and process documents

Priority 2: To develop and launch the intent documents for 'Writing to Persuade' and 'Writing to Discuss'

- Based on the 'to entertain' and 'to inform' documents, create cumulative, explicit intent documents for 'Writing to Persuade' and 'Writing to Discuss'
- Provide CPD for KS2 staff in the nuances of these genres
- Ensure a writing spine is clearly established to ensure there is sufficient coverage of the genres and associated text types

Priority 3: To refine and develop summative and formative assessment procedures in writing

- A. Conduct extensive books looks and lesson drop-ins to ascertain the current standard in formative assessment procedures
- B. Review the 'Feedback on a Page' document and revise it in line with current research around formative assessment in writing
- C. Provide CPD and support in formative assessment in writing
- D. Work alongside the computing lead to develop ways in which we can enhance formative assessment in writing through the use of digital
- E. Conduct termly whole school writing moderation events and regularly support in-phase writing moderation events
- F. Conduct formal writing moderations as English lead, assessing consistency and accuracy of writing judgements across school

Priority 4: Support teachers in securing more GDS writers, with the view of securing a 25% GDS average in 2022-2023

- A. Work alongside the assessment lead and class teachers to identify potential candidates for GDS in writing, aiming for 25% in each cohort
- B. Provide CPD and coaching to staff and individual teachers on steps to take to develop these writers to GDS
- C. Through regular monitoring, monitor the progress of these children intervening with teachers where adequate progress is not being made.

| Priority | Action | Details |
|----------|---|--|
| 1a/1b | To ensure the intent and process documents have been effectively implemented across KS1 and KS2 | <ul style="list-style-type: none"> • Establish a robust monitoring timetable in writing this includes book looks, lesson drop-ins and some planning scrutiny. • Through coaching, team teaching or 1:1 CPD sessions, ensure timely interventions are in place for any year groups not effectively implementing the intent and process documents • |
| 2a / 2b | To develop and launch the intent documents for 'Writing to Persuade' and 'Writing to Discuss' | <ul style="list-style-type: none"> • Based on the 'to entertain' and 'to inform' documents, create cumulative, explicit intent documents for 'Writing to Persuade' and 'Writing to Discuss'. It is intended that these documents will be completed for a spring 2022 launch. • CPD for KS2 staff in the nuances of these genres and application of these documents will be facilitated through phase meetings/tailored staff meetings • Ensure a writing spine is clearly established to ensure there is sufficient coverage of the genres and associated text types |
| 2c | To develop and launch the intent documents for 'Writing to Persuade' and 'Writing to Discuss' | <ul style="list-style-type: none"> • Ensure a writing spine is clearly established to ensure there is sufficient coverage of the genres and associated text types by analysing the current text types covered and intervening where there is too much repetition / not enough coverage • On launching 'to persuade' and 'to discuss' provide suggestions for text types/content for each year group. Agree with teachers to ensure there is quality coverage across school. • Establish the Edale Writing Spine to be published on the school website by spring 2022. |

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| 3 | To refine and develop summative assessment procedures in writing | <ul style="list-style-type: none"> • Conduct termly whole school writing moderation events and regularly support in-phase writing moderation events • Conduct formal writing moderations as English lead, assessing consistency and accuracy of writing judgements across school |
| | To refine and develop formative assessment procedures in writing | <ul style="list-style-type: none"> • Conduct extensive books looks and lesson drop-ins to ascertain the current standard in formative assessment procedures • Review the 'Feedback on a Page' document and revise it in-line with current research around formative assessment in writing • Provide CPD and support in formative assessment in writing • Work alongside the computing lead to develop ways in which we can enhance formative assessment in writing through the use of digital |
| 4 | Support teachers in securing more GDS writers, with the view of securing a 25% GDS average in 2022-2023 | <ul style="list-style-type: none"> • Work alongside the assessment lead and class teachers to identify potential candidates for GDS in writing, aiming for 25% in each cohort • Provide CPD and coaching to staff and individual teachers on steps to take to develop these writers to GDS • Through regular monitoring, monitor the progress of these children intervening with teachers where adequate progress is not being made. |

| Assessment of Impact (KPIs) | | |
|--|---|---|
| Autumn | Spring | Summer |
| <ul style="list-style-type: none"> • Evidence of the intent documents, 'to entertain' and 'to inform' being well embedded across Y1-6 will be strong in all writing books. • Evidence of the process documents being well implemented will be evident in all lesson drop-ins and planning scrutiny from Y1-6. • Where the intents or process are not well implemented, swift action will be taken by the English lead to provide support for the relevant teacher(s) • English lead will work on the 'Writing to Persuade' and 'Writing to Discuss' documents and have them QA'd by the Headteacher. | <ul style="list-style-type: none"> • The 'Writing to Persuade' and 'Writing to Discuss' documents will be launched with KS2 staff alongside a CPD package • Feedback given to children from teachers will show a strong impact as basic grammatical and spelling errors are being regularly self-corrected by children. • Autumn writing assessments will be moderated by the English Lead. Amendments will be made if necessary alongside class teachers. • 25% GDS writers will be identified from the autumn data with the support of the assessment lead. | <ul style="list-style-type: none"> • Evidence of all intent documents being well embedded across Y1-6 will be strong in all writing books. • Evidence of the process documents being well implemented will be evident in all lesson drop-ins and planning scrutiny from Y1-6. • Cohorts will have secured end of year projections. • The 25% GDS writers will be making good progress towards GDS or have secured it. |

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| <ul style="list-style-type: none">• English lead will have revised and refined the 'Feedback on a Page' document to ensure writing feedback is clearly defined at Edale• English lead will have led at least one whole school writing moderation and supported phase writing moderations.• Autumn summative assessments will show good progress being made towards end of year projections | | |
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