

To Accelerate Progress in Writing

Context

This project's aim was to focus on progress in writing. Over the past 3 years the Key Stage 1 data has shown a decline in writing results. These results reflect the general trend across the year groups. The chart to the left highlights that writing is the weaker of the school 3 core areas.

The School's 2015 Ofsted Report recommended 'Making sure that the most able pupils are always challenged to reach the higher levels of attainment'.

Part of our SDP has been to introduce 'Growth Mindset'. This has had a positive effect upon building resilience and challenge.

What has worked

- All classrooms have a writing display, which supports learners.
- Purple Punctuation has been used across the school and embedded into the children routine.
- Discrete spelling and handwriting lessons.
- Kung Foo Panda punctuation learnt by pupils.
- Magpie boards used in all classrooms.

Getting Started

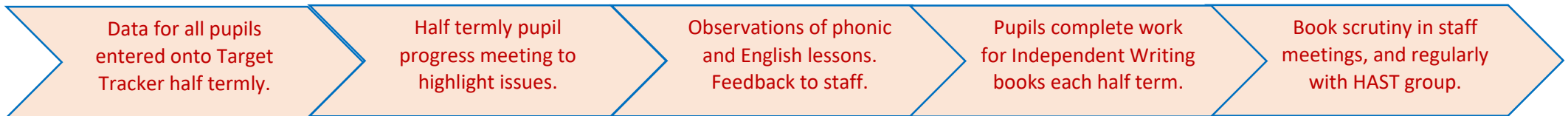
- Teachers identified key areas to be addressed and agreed focuses.
- All staff's performance management targets set to reflect initiatives
- Whole school input into SDP action points
- Challenging writing targets set for each year group (see chart below).
- Agreed consistencies of approach between staff.

Ideas for SDP put forward by staff included active learning, editing stations in classrooms, visit from author to inspire writing, magpie boards to encourage vocabulary.

Challenges

The school's results are already above national average. The school is one form entry with small cohorts (class sizes 15,19,22,24,30). This means a child can be worth 7%, making it difficult when looking at end of year data. This has tried to be addressed by setting aspirational targets for working at greater depth.

Ongoing cycle to monitor and bring focus to driving improvement



Comparing Progress in Writing (%) Children working 'At or Above' (greater depth)

	2017	2018	Draft 2019	2019 Targets
Year 1	83 (22)	82 (23)	89 (21)	89 (33)
Year 2	85 (31)	83 (35)	78 (39)	82 (41)
Year 3	87 (33)	83 (35)	92 (29)	83 (39)
Year 4	70 (15)	80 (27)	87 (37)	82 (36)

Ofsted Feb 2019 said 'You have raised everyone's expectations of what the most able children can achieve'.

Results versus Targets

- All year groups except year 2 have exceeded their total working 'At or Above'.
- With regards to the working 'Above' year 2 and 4 have achieved their target.

Reflections –Has progress in writing been accelerated?

The high expectation and targets have driven all staff to ensure pupils have the best possible outcomes. In year 2, despite targets not being met, exceeding progress has been made with SEND and PP children.

Going forward it is important to note that progress is as important, if not more so, that outcome. Each child is unique and has their own journey and challenges.

