

Barmby on the Marsh Primary School – How do we teach Writing?

INTENT

At Barmby on the Marsh English education should be fully inclusive to every child. We believe that English skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover. English enriches all other areas in both school and society and it facilitates the acquisition of knowledge and understanding. Communication, both written and verbal, allows ideas and emotions to be conveyed. It allows individuals to develop culturally, emotionally, intellectually, spiritually and socially. A range of genres are studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing as stated in the POS 2
- apply their phonetical and spelling knowledge in their writing as stated in the POS 1
- apply the English language in all areas of the curriculum.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

At Barmby our aims are:

- To ensure full entitlement and access to high quality education within a broad, balanced and relevant curriculum;
- To identify barriers to learning as early as possible;
- To reach high levels of achievement for all so that children can reach their full potential;
- To meet individual needs through a wide range of provision, providing differentiation that aims to remove any barriers to learning;

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- Wave 1,2,3 interventions;
- Other small group work;
- Class support;
- Bilingual support/access to materials in translation;
- Further differentiation of resources.

Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

IMPLEMENTATION

Our school provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity & progression from entering Reception Class & then through to the National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning and development. 'Communication & Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication & Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

At Barmby we teach specific spelling, punctuation and grammar lessons which are then applied in children's writing. As part of our enriched curriculum, English opportunities are planned through a variety of ways and through our Cornerstones curriculum.

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills through the use of co-operative learning structures. Teachers model these skills on a regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence.

Handwriting sessions are taught regularly to the children in both discrete and Read, Write Ink sessions and follow the Nelson Handwriting scheme.

IMPACT

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning.

Assessment of learning is completed termly. Children complete independent writing pieces, which are assessed against our writing criteria. Teachers will have at least 5 pieces of work from each term to assess and analyse, the data from which will impact the teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children's progress is monitored using the school's 'brick wall tracker' to ensure that they are making at least expected progress if not more than expected progress, this document is then monitored by subject leaders and SLT. Children who are not on track are identified for intervention/target teaching.

Leadership and Management

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

Monitoring and Evaluation

The quality of teaching and learning is monitored through lesson observations, book scrutinies, internal moderation meetings. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

The English Subject Leader will also provide termly summary reports to the Headteacher in which s/he evaluates the strengths and weaknesses in writing and indicates areas for further improvement. These will be shared with the Governing Body.

A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress and submits a report.

Partnerships with parents

At Barmby we aim to work in partnership with parents and carers. We do so by giving parents and carers opportunities to play an active and valued role in their child's education. Parents are informed on how they can help child at home. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage 2 is a choice of activity based on our Cornerstones topic. KS1 and KS2 have spellings to learn every other week.