

Bilston C of E Primary School



WRITING STATEMENT

Intent, Implementation and Impact

Abstract

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum requirements, supported by clear skills and knowledge progression for each year group and key stage. This ensures that skills and knowledge are built upon year on year and sequenced appropriately to maximise learning for all children.

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School's context

- *Baseline upon entry data indicates that a significant number of children enter Foundation Stage with speaking and listening skills that are below chronological expectations.*

Intent

At Bilston, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Implementation

- *At Bilston, we use a variety of genres chosen in our Medium Term plans from EYFS to Y6 as the vehicle for teaching writing. We have mapped out a progression of writing skills which ensures a consistent and systematic approach to teaching the skills of writing across all cohorts. This also means that children know what to expect when they change classes and so staff have high expectations for their year group and will help in the current COVID circumstances with the catch up curriculum.*
- *Early writing is taught through early mark making, then when the children begin RWI phonics they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. The children also learn to remember and write stories that they have shared in the English lessons. They are encouraged to write independently in continuous provision.*
- *This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to RWI sound mats, when they are writing, whether this is with the teacher, in continuous provision or independently.*
- *Writing from year 1 to year 6, children use a text as a stimulus for their writing. Children will focus on specific writing skills throughout the week and then they have the opportunity to showcase their writing in extended writing sessions. Children are then given opportunities to edit and improve their writing following feedback.*

- Teachers use the Prim-Ed moderation toolkit materials to support their assessments in writing. It is expected that teachers will moderate across year groups and cross-phases in time for data drops during the year.
- There is a focus on vocabulary and we are aware that the vocabulary deficit that most of our children have, needs to be addressed as a priority. In order to do this, to support the teaching of new and adventurous vocabulary, all year groups have access to and make full use of the books that are exciting and age related texts.
- As we are aware that spelling is a cause for concern in our school, we have introduced the RWI spelling programme so that there is continuity from the RWI phonics. Children who have progressed from RWI phonics are then assessed and grouped by ability for spelling. There is an expectation that teachers track back to ensure that any gaps in knowledge are addressed. Lower KS2 classes also have the RWI sound mats and the same word mat that children in Year 2 have access to in their classroom. Again, this ensures consistency of resources that children are familiar with.
- Grammar is taught through the model text, but also through discrete lessons.
- There is an expectation that all teachers use of grammar is accurate. To ensure progression in grammar skills, all teachers have been given a progression of grammar document, on which they highlight the grammar skills that have been taught.
- Writing across the curriculum is taught by showing the children what a good one looks like, before then identifying the features in the specific text type that is needed e.g. an information text about their learning in history. The children then use this knowledge as a scaffold to write about their learning, as they are familiar with the text type and style of writing needed for that genre.

Assessment

In EYFS children are assessed against the

- ELG for Writing

In year 1 through to year 6 pupils are assessed against two stands.

- Transcription – Handwriting
- Composition

We use the STAT Sheffield system to assess the children to ensure a uniformed approach with other subjects. We began using this system in 2018. It is based on how many children are:

- Below
- Working Towards
- On Track
- Exceeding

A child is judged as exceeding if they are independent learners in their year group as well as show the ability to demonstrate skills in other curriculum areas. They must also be able to respond to feedback and disseminate these skills in class.

Monitoring and Evaluation

The curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Additional management time is given to subject leaders upon request to enable them to successfully carry out their roles and responsibilities, without adding to workload. This may take place via learning walks with a member of SLT staff or with link governors. The information from the monitoring and evaluation then forms the basis of the impact assessment for the curriculum area.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders and the coordinator assess the impact of the curriculum.

Impact

The writing curriculum is evaluated through

- Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil voices and work scrutinies.
- EYFS, KS1 and KS2 outcomes have been moderated by external moderators – both in 2019. The writing moderation verified the teacher judgements for all age groups.

2019 Summer Data

Year Group	Below	Working Towards/ Emerging	On Track/ Expected	Exceeding
EYFS	n/a	28.8%	61%	10.2%

Year 1	15%	18%	63%	3%
Year 2	9%	17%	67%	7%
Year 3	15%	18%	63%	3%
Year 4	7%	25%	53%	15%
Year 5	22%	20%	46%	12%
Year 6	13%	25%	47%	15%

2020 Spring Data – Coronavirus Outbreak

EYFS ARE or above % for end of Spring 43%

Year Group	All pupils		Pupil Premium	
	Expected or Above %	Greater Depth %	Expected or Above %	Greater Depth %
Year 1	60	5	48	4
Year 2	57	7	52	4
Year 3	42	0	28	0
Year 4	65	5	64	7
Year 5	53	3	38	0
Year 6	60	12	58	3

How we are Improving Writing in 2020-2021

- Rigorous monitoring is to take place regularly – with NQT's and new or additional staff being given more support and consistent feedback.
- Regular moderation of writing will take place to ensure that children are meeting ARE targets and that staff judgements are accurate.
- Children will need to look at WAGOLL texts by children to support their writing and to share expectations.
- MTPs will be updated to ensure quality texts as a stimulus for learning.

To Be Updated July 2021