

ACTION & IMPACT REPORT 2018/19



AREA OF LEARNING: Writing. (ENGLISH)

PRIORITIES

To increase rates of progress in key skills so that ore pupils reach the standards typical for their age. (P1 OFSTED)
(Outcomes for pupils)

3.2 To ensure teachers are planning effectively and making maximum use of lesson time and coordinating lesson resources well. (WPT)
(Quality of teaching and learning)

3.4 To ensure teachers provide pupils with incisive feedback and pupils use this feedback effectively. (WPT)
(Quality of teaching and learning)

SUCCESS CRITERIA

Teachers are aware of what is needed to increase progress from the start.
Work in books shows accelerated progress by all groups.
Outcomes from previous years are clearly used to plan and move forwards from. (Staff access data and use this to plan appropriately from.)
Children working at Greater depth can clearly be identified from the level of work in their books.
To increase and improve continuity of handwriting as a result of whole staff inset training across all subject areas.
Accelerated progress in writing made in all groups and in all ability levels.

Work is standardised and moderated through school in line with national expectations.
Gap analysis is effectively used to plan and target specific needs. Progress in lessons and books are better as a result.
Increased percentage of pupil premium children achieving higher standards in writing in KS1.
Developing a whole school approach using elements of Talk4writing, visual literacy, reading through to writing journey and ensuring this is consistently monitored and evaluated throughout school.
Links with the WPT to develop in school and cluster moderation of writing.
Data from the lpeel project will show accelerated progress from baseline.

Pupils know what to do to improve and respond to marking.
The marking policy is implemented consistently through school.
Teachers share accountability for pupil progress.
Teachers assess learning in writing confidently, regularly and accurately at all key stages using data analysis.
To develop a range of peer marking styles and strategies to allow pupils an ownership and a responsibility to the finished products of their work.

