

School Improvement and Development Plan 2023-24

To improve writing outcomes at the end of each year group, in particular the % of children working at greater depth.

Problem (why?)

Why is there a need for a tight focus on writing at Mousehold? What is our intent?

Mousehold implemented a new SSP 2 years ago which is proving successful in improving children's attainment. Writing is an area that historically has been lower in attainment at Mousehold and that we feel can be improved with a targeted approach to transfer children's current phonics knowledge. The English leads and head of school (HG, JC & IT) attended The Write Stuff training with Jane Considine and training and been given to the KS1 team. All KS1 teachers buy into the right stuff and are passionate about the approach. It is noted how the high quality modelling and 'lenses' support children's idea of 'what beautiful looks like' as well as giving children new vocabulary to improve writing standards through speaking and listening.

We acknowledge how writing is improved by improving the standards in language and reading and have made adaptations to these areas in the 22/23 academic year.

We are choosing to have a tight focus on spelling during the 23/24 academic year as this is where the majority of our year 1 children did not achieve ARE, this is a gap that will need to be filled moving them towards the end of KS1.

Intervention Description (what?)

Objective 1: To understand educational theory to inform the development of the writing at Mousehold.

Objective 2 – The focus will be on simplifying existing strategies and to do less but with a tighter focus.

Objective 3 – The focus will be on targeted improvement on children to reach the potential of greater depth in KS1 and identifying children early in EY.

Objective 4 – The focus will be on the scaffolding of strategies to allow for all children to progress and achieve

Objective 5 – To implement Jane Considine spelling program in year 2 (with a bridge from phonics for the first ½ term)

Objective 6- To improve engagement and involvement in writing

Implementation Activities (how?)

To create CPD sessions using supporting documents from Mary Myatt, Walkthrus, EEF document. To include research in policies and documentation

Review all current writing strategies, paperwork and policies. Reading records will be replaced with oral feedback to parents

Teachers in year 2 to have a tight focus on modelling how to edit written work Continued focus on vocabulary through the introduction of the edited reading spine, high quality texts and write stuff sessions.

Consciously choosing stories with inclusion and diversity. Meeting LO but through a different media. E.g the LO will be the same but may write about numberblocks.

Jane Considine spelling programme will be taught in all year 2 classes. Children will be taught 3x sessions 1 week and 5x sessions the second week.

Update independent writing resources to make them appealing.

World book day to have an author theme. Consider the question, who is an author?

Time for writing for pleasure with no purple pen marking.

Implementation Outcomes

HG and JC time to look through Sparhawk Website on English implementation- Recently graded outstanding with a similar demographic to us.

EEF modelling document read

English reading framework read by all writing strategy group.

Teacher assessment framework end of KS1 Coaching and mentoring will be given to all year 2 teachers and TAs to gain the most from the programme. Spellings will be shared with home each block

Medium term

All English documents will be updated and streamlined with a focus on improving attainment.

Introduction of the edited reading spine, high quality texts and write stuff sessions. HG to take a group of greater depth writers to visit GWJS for a writing project to inspire them.

Book areas and the libraries will have a variety of books with children seeing a range of inclusivity and diversity.

Long term

Children will access independent writing due to the new resources.

Children will understand that they are authors when they write and be able to name some authors.

Children will all have time in their week to write for pleasure.

Final Outcomes

Teachers feel confident in teaching writing strategies. We are all able to verbalise our approach to writing at Mousehold.

Children will be editing their own work, adding detail and selecting the most appropriate vocabulary- Editing evidence will be visible in books.

Vocabulary used by children will be varied and appropriate.

Children are inspired to challenge themselves in writing.

Children with SEND will thrive and achieve using strategies most suitable for them.

Teachers and TAs will feel confident in the delivery of spelling sessions.

Parents will be supporting their children at home and children will be scoring highly in spellings.

Children will access independent writing due to the new resources.

Children will understand that they are authors when they write and be able to name some authors.