

St. Bernadette's Catholic Primary School
SIP 2019 - 2020

Subject/ Area: English

Area for development: Writing

Rationale: To raise standards, motivation and inspiration in the teaching of writing.

To increase the number of children achieving GD in writing across school.

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
September	To improve standards of handwriting in EY/KS1.	AC order CO'T monitor		£TBC	
	To improve handwriting standards in KS2			N/A	
	To ensure letter formation, orientation and sizing is secure by the end of Year 1.	All teaching staff.			
	Books containing handwriting guidelines to be introduced in all subjects (apart from Maths) in Reception and Year 1.	CC CO'T KL	Letter sizing will be more accurate and consistent in all books. Children will have more practise and guidance in forming letters of the correct size and orientation.	N/A	
	Success criteria from the Nelson teacher books to be stuck into books at the start of each handwriting lesson to make the focus really clear and to highlight if achieved.	CO'T KL All teaching staff	Teaching of handwriting will be more focused on specific objectives which the children can also identify and self-assess against.		
	Specific book levels/colours to be assigned to each year band to ensure a wide coverage of skills and avoid repetition	Reception and Yr 1 staff CO'T to monitor	There will be clarity in which books levels should be taught in each year group and consistency and progression in skills taught across school.	N/A	
More Nelson teacher handbooks to be ordered. Audit what we have in school and order more where necessary. Teachers in KS1 & 2 to follow the handbook to teach their	All teaching staff CO'T & KL to monitor.	Teachers will have clear objectives, direction and guidance in the lessons they are teaching. Teacher books given step by step	Photocopying costs		

	<p>handwriting lessons - <i>Books have been discontinued so copies of the teacher hand books will need to be made.</i></p> <p>Reception and Yr 1 staff to teach handwriting little and often - recommended 10-15 mins daily.</p> <p>All teachers must model handwriting skills throughout lessons - to be observed by English Subject leads during informal drop in sessions throughout the year.</p> <p>Key stage 2 teachers to teach handwriting in English sets</p> <p>Staff meeting to share expectations of handwriting lessons scheduled for 18th September 2019</p>	Alex Carroll - timetabling	<p>lesson plans and point towards appropriate resources.</p> <p>Teachers will model accurate letter formation for children to follow in a step by step approach. Subject leads will be aware of good practise and areas for development in the teaching of handwriting.</p> <p>Children being taught in their English sets will again lead to a more focused approach to teaching to the needs of children in the set, ensuring that children are working towards the different standards within their stage.</p>	N/A	
September	<p>To implement a structured and consistent spelling programme across school</p> <p>Spelling Shed - taken from the Literacy Shed website to be implemented across school from Years 1 - 6.</p> <p>Shared with Subject Leaders after initially being shared with senior staff on SMT day.</p> <p>Spelling list booklets to be created for each year band containing spelling rule lists (and statutory words) for the whole year.</p> <p>Training on how to use the</p>	<p>C Connaire K Lakin C O'Toole L Nugent</p> <p>L Nugent C Connaire</p> <p>C Connaire K Lakin C O'Toole L Nugent P Apted</p> <p>L Nugent</p>	<p>A structured spelling programme will ensure the consistent and progressive teaching of spelling across school - which includes all the spelling rules and statutory word requirements of the National Curriculum. The programme is interactive, allowing children to practise their spellings at home, through a series of online games. It provides challenge and a competitive element which will raise motivation and enjoyment in the learning of spellings.</p> <p>Teachers and children will have ready-made spelling lists for the entire year, which will give them and parents a complete overview of spelling coverage. This should</p>	<p>£TBC</p> <p>Photocopying costs</p> <p>N/A</p>	

	<p>programme to be delivered to staff on 03/07/19.</p> <p>A 20-30 minute spelling lesson to be delivered at the start of every week by English setting teachers. Online activities then to be set for children to complete at home throughout the week to aid the learning of their spellings.</p> <p>Spellings to be tested on a weekly basis instead of fortnightly as with previous programmes.</p>	All English setting teachers	<p>save teachers times in preparing spelling lists. The programme also includes ready-made lesson plans and additional activities to aid teachers in the delivery of the spelling programme.</p> <p>Staff will receive training in how to use the programme, access the materials and set activities for the children to complete at home. They will also be able to track the children's online activity and progress with their spellings.</p> <p>Spelling tests will return on a weekly basis, offering more regular and structured teaching and assessment of each spelling rule.</p>	N/A	
September and throughout the year	<p>To assess and improve staff knowledge of grammar and punctuation skills.</p> <p>Staff to be assessed on their grammar and punctuation knowledge by completing a SATs test.</p> <p>Obvious gaps in knowledge to be addressed through staff training. Resources to be shared with staff in order to aid them with their subject knowledge.</p> <p>Staff to follow the objectives for their individual year bands when teaching grammar and punctuation but also to revise objectives from previous year bands to ensure children's subject knowledge is refreshed and they retain the skills they need to know.</p> <p>Grammar & punctuation to either be</p>	<p>All staff</p> <p>English Subject Leads C Connaire</p> <p>All teaching staff</p> <p>All teaching staff</p>	<p>Subject leads and SMT will gain an overview into staff's capabilities, confidence and subject knowledge of grammar and punctuation.</p> <p>Gaps in knowledge will be addressed through training in order to raise staff's competence in teaching grammar and punctuation objectives correctly.</p> <p>Staff have a clear overview of exactly what needs to be covered throughout the year in terms of grammar and punctuation objectives. Children's knowledge is refreshed and built upon ensuring the progression of skills as they move through the school.</p>	N/A	

	<p>taught in a stand alone lesson - 1 per week. (It can be joined with the spelling shed lesson) or it can be taught through regular starters each lesson.</p> <p>Additional grammar & punctuation to be taught and reinforced through modelled writing. Teachers should ensure that modelled writes contain examples of the year band specific objectives (and for previous years) e.g. relative clauses, fronted adverbials, direct speech, use of advanced punctuation etc.</p> <p>Grammar & punctuation objectives to be mapped out so that they are linked to appropriate genres so that they are taught specifically in writing.</p>	<p>All teaching staff</p> <p>English Subject Leads</p>	<p>Regular and consistent coverage of grammar and punctuation objectives will broaden the children's knowledge within this subject.</p> <p>Children will receive further exposure to the grammar and punctuation objectives for their year band through modelled writing. This will also allow them to see the specific rules being applied and used in context in writing and they will have opportunities to apply these themselves in their own writing.</p> <p>Appropriate grammar and punctuation rules will be taught within the relevant genres, ensuring complete coverage of all skills.</p>		
<p>September and October</p>	<p>Writing</p> <p>Collate resources so that a bank of quality modelled writes for each year band are available for people to select from and adapt where necessary.</p> <p>Raise the profile of writing throughout school</p> <ul style="list-style-type: none"> - Displays containing good quality pieces of extended writing to be updated termly. - Writer of the month display - one child from each key stage to be selected as writer of the month and their work and photo displayed in a prominent place as well as being shared on the school website and social media. - Members of staff to bring a piece 	<p>C Connaire J Docker C O'Toole K Lakin</p> <p>C Grant C Connaire</p> <p>C Connaire</p>	<p>Staff will have a bank of quality modelled texts for each standard within each writing stage to draw upon in their teaching of writing which they can adapt as necessary according to the ability of the children they teach. This will save them having to search for texts themselves and will ensure the texts they are using with the children are of good quality, challenging and include the relevant objectives for their specific year band and standard.</p> <p>The profile of writing will be raised and examples of good or improved writing will be celebrated by staff, pupils and shared with parents. As with reading this year, we need to</p>	<p>N/A</p> <p>£150</p> <p>N/A</p>	

	<p>of writing (from a range of abilities) from their set to staff meetings to share with everyone and celebrate the writing that is going on in school. Writing then to be published in the school newsletter.</p> <p>Staff Training C Grant to attend Greater Depth Writing in Year 6 course run by Martin Galway form HfL at St Matthew's School as she will be teaching Year 6 AA set. Disseminate information with C Connaire who will be team teaching with her.</p> <p>Boxed-up Planning C O'Toole, C Connaire, J Docker and K Lakin to deliver training on boxed up planning on 18th September 2019. C O'Toole to focus on the transition from text maps to using this and an aid to help children to develop more independence and individuality in their writing</p> <p>Modelled Writing C Connaire and CO'Toole to deliver training on how to create a modelled text to all staff - demonstrating how to pitch texts appropriately and to ensure relevant features and grammar and punctuation skills are included - 25th September</p> <p>To raise motivation and inspiration in the teaching of writing.</p> <p>To increase the number of children achieving GD in writing across school.</p>	<p>C O'Toole</p> <p>C Connaire</p> <p>C O'Toole</p> <p>Martin Galway - HfL C Connaire</p> <p>All teaching staff</p>	<p>make this a writing and vocabulary rich environment where good examples of writing are shared by all regularly.</p> <p>C Grant will receive quality training on achieving greater depth standard in writing in year 6. This will help inspire her teaching and raise her confidence levels as well as giving her a good benchmark of where they children need to get to in terms of their writing. This is turn can be disseminated to year band colleagues.</p> <p>Staff will have a better understanding of how to create their own modelled texts from scratch ensuring they contain the required objectives, statutory words and tier 2 vocabulary for their setting groups.</p>	<p>N/A</p> <p>£1400 approximately</p> <p>£35 for HfL assessment sheets pack</p>	
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	<p>7th October - Martin Galway training day. Content to be confirmed.</p> <ul style="list-style-type: none"> - what a unit of writing should look like/include - inspiration and stimulus for writing - developing independence and individuality. - raising the number of GD writers across school - accessing quality modelled texts. <p>New HfL assessment sheets to be used to plan and assess writing. All staff from Years 1 - 6 to use the new writing assessment sheets in the planning and assessment of writing. Grids to be stuck in the back of books and KAOs to be assessed in the tick boxes. Other evidence from work in books to be dated beside the year band objectives. KAOs to be completed in exercise books from now on instead of being put into separate folders.</p> <p>Book and Planning Scrutinies</p> <p>Subject leads to complete the first round of book and planning monitoring - check for the quality and quantity of writing in children's books as well as the KAOs being completed in there. Check that assessment sheets are being completed and that gaps are being addressed in planning. In planning, also look for evidence of modelled writing being used in the teaching of writing.</p> <p>Also check for the implementation of the new spelling scheme.</p>	<p>English Subject Leads</p>	<p>It is hoped that this training will lead to staff being more motivated and inspired in their teaching of writing. Through this training we will adopt a consistent approach to the teaching of writing throughout school, inspired by engaging stimuli which will in turn motivate the children in their writing, encouraging independence and individuality in their work.</p> <p>An assessment approach which is more in line with Years 2 and 6 statutory assessment frameworks to be adopted through school will give a more consistent and progressive approach to the planning, teaching, assessment and moderation of writing throughout school and throughout the group of cluster schools.</p> <p>Subject leads will have a clear insight into the quality of writing being planned for and taught across school and will be able to see if new initiatives have been taken on board.</p> <p>Areas of strength will be identified and good practise shared. Areas for development will also be picked up and relevant support put in place for those who need it.</p>	<p>N/A</p>	
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<p>November</p>	<p>Monitoring - Formal Writing Observations & Support Writing Lesson observations to conducted in Year 5 - focus on use of quality modelled writing to enhance the teaching of writing and engaging stimulus to inspire writing.</p> <p>Support to be offered prior to these observations following on from the Martin Galway training - teachers given the opportunity to observe and team teach writing with outstanding teachers.</p> <p>Following up from these observations, outstanding practitioner to give targeted writing support to teachers identified as needing it through lesson observations.</p> <p>Linking Writing to Topic</p> <p>Where possible writing for Autumn 2 should be linked to the Topic Week focus to give the children the opportunity to produce some good quality cross-curricular writing inspired by all they have learned in Topic week.</p> <p>SMT have linked the year band topics to the specific genres of writing where possible so possibly 3 units of writing throughout the year could be topic based.</p>	<p>Senior Management Team</p> <p>J Docker C Connaire K Lakin C O'Toole L Nugent</p> <p>J Docker</p> <p>All English setting teachers.</p>	<p>SMT will observe the teaching of writing in Year 5 to see if modelled writing is being pitched appropriately and used correctly and to see that engaging and motivating stimuli is being used to stimulate the children and raise their interest in writing.</p> <p>Areas of excellent practise to be shared with other staff and support to be put in place for staff who have areas of development in the teaching of writing. Outstanding practitioner will offer her expertise in this area and support staff with the planning and teaching of writing where necessary.</p> <p>Topic week always inspires the children and they receive a wealth of background knowledge - particularly non-fiction based about the topic that they are learning. The children will be inspired to produce writing which is based around their learning in this week and they be have a solid background knowledge based around it. It will also provide some good evidence of cross-curricular writing from children in each year band.</p>	<p>N/A</p>	
<p>December</p>					

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Month	Points for action	Person Responsible	Impact	Cost	Evaluation
January	<p>Writing Moderation Writing Moderation Meeting with Corpus Christi School. New HfL sheets to be used for moderation. 3 chn @ expected standard 3 chn @ GD standard 1 child @ WT standard Each member of staff to bring 4 pieces of work per child.</p> <p>Raising inspiration and motivation to write A visiting author/poet to be booked to come into school and work with the children and staff in a workshop on the creative writing process.</p>	<p>All KS2 teaching staff C Connaire</p> <p>K Lakin</p> <p>C O'Toole</p>	<p>Cluster moderation will allow to us compare our children's writing will children from a school in a similar setting - focusing on standards. Teachers will have the opportunity to discuss their children's work and have their teacher judgements consolidated or challenged with colleagues and next steps for learning will be identified. It is also an opportunity for colleagues to share resources with each other.</p>	<p>N/A</p> <p>£TBC</p>	
February	<p>Monitoring - Formal Writing Observations & Support Writing Lesson observations to conducted in Years R, 1, 2, 3, 4 and 6 - focus on use of quality modelled writing to enhance the teaching of writing and engaging stimulus to inspire writing.</p> <p>Support to be offered prior to these observations following on from the Martin Galway training - teachers given the opportunity to observe and team teach writing with outstanding teachers.</p>	<p>Senior Management Team</p> <p>J Docker C Connaire K Lakin C O'Toole L Nugent</p>	<p>SMT will observe the teaching of writing in Years R, 1, 2, 3, 4 and 6 to see if modelled writing is being pitched appropriately and used correctly and to see that engaging and motivating stimuli is being used to stimulate the children and raise their interest in writing.</p> <p>Areas of excellent practise to be shared with other staff and support to be put in place for staff who have areas of development in the teaching of writing. Outstanding practitioner will offer</p>	<p>N/A</p>	

	Following up from these observations, outstanding practitioner to give targeted writing support to teachers identified as needing it through lesson observations.	J Docker	her expertise in this area and support staff with the planning and teaching of writing where necessary.		
March	<p>Writing Moderation</p> <p>In house writing moderation to be carried out - individual year bands to meet with English Subject Leads</p> <p>Evidence to be taken from work in writing books, KAOs and cross-curricular writing and ticked off against the HfL writing assessment sheets. Next steps to be identified in order to cover gaps in learning and inform planning.</p>	<p>C Connaire</p> <p>K Lakin</p> <p>C O'Toole</p> <p>J Docker</p> <p>English setting teachers</p>	<p>In-house moderation will allow subject leaders and setting teachers to closely analyse the children's work and assess it against the HfL writing Assessment criteria. Teachers will have the opportunity to discuss their children's work and have their teacher judgements consolidated or challenged with colleagues and next steps for learning will be identified.</p> <p>Subject leaders will be able to monitor the quality of writing across school and see that new initiatives have been implemented and that there is coverage of year band objectives in a range of pieces of children's work.</p>		
April	<p>Book and Planning Scrutinies</p> <p>Subject leads to complete the second round of book and planning monitoring - check for the quality and quantity of writing in children's books as well as the KAOs being completed in there. Check that assessment sheets are being completed and that gaps are being addressed in planning. In planning, also look for evidence of modelled writing being used in the teaching of writing.</p> <p>Also check for the implementation of the new spelling scheme.</p>	English Subject Leads	<p>Subject leads will have a clear insight into the quality of writing being planned for and taught across school and will be able to see if new initiatives have been taken on board.</p> <p>Areas of strength will be identified and good practise shared. Areas for development will also be picked up and relevant support put in place for those who need it. Subject leads will pick up on targets set from the Autumn term round of monitoring and see if these have been addressed.</p>		

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Subject/ Area:

Area for development:

Rationale:

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
May	Planning for external moderation. Staff in year 2 and year 6 will have completed the interim assessment sheet for writing based on the work completed in class across the academic year. This will be scrutinised by senior staff in preparation for possible external moderation.	SMT	Staff have a clear idea of the proportion of children working at expected or greater depth and can justify their judgements based on the evidence of work provided. All evidence is readily available for external moderator.		
June	Sharing of GD standards across the school. Staff who have GD writers in their sets share the work with other staff within the same year band.	Year band staff	All staff across the year band have a common understanding of what GD writing looks like within their year band. Exemplification material is shared with staff across the year band and a GD portfolio of work is produced.		
July					
Annual Review					