

<b>School: Bretherton Endowed – June 2022</b>	<b>Peer Review Focus Area:</b> How the school’s implementation of the writing curriculum supports children’s ability to write for a number of purposes independently
---	--

**Areas to celebrate from the observations during the process:**

Senior leaders	Teaching/staff	Pupils
<ul style="list-style-type: none"> <li>➤ Senior leaders and teaching staff are fully committed to raising standards in writing and are very determined in their efforts to ensure that the quality of education in writing is of a very high quality. They appreciate support and value the expertise from other colleagues and external support including CPD from the local authority.</li> <li>➤ Relationships between all stakeholders are very strong and pupils are wonderful ambassadors for their school.</li> <li>➤ Leaders have implemented an overview of text types to be covered from EYFS to Year 6 and, overall, this is followed by staff. There is evidence of this seen during lesson visits, in books and in discussions with pupils and staff. However, the precise knowledge that children will learn in each strand of writing and text type has not yet been identified clearly enough.</li> <li>➤ Teaching staff work really hard to engage children in the writing process and think carefully about providing real life contexts for writing. For example, in class 1, children had been on an autumn walk and, as a result came back into class, buzzing with ideas, with a large bank of vocabulary and first-hand experiences to support them in their writing. There is a similar picture in the other classes, for example, in class 2, where children were writing a letter to the local council expressing concern about the planned housing development and its impact upon the environment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Although there are a number of areas of positive practice as identified above in the implementation of the writing curriculum, there is a lack of consistency in approach, this is impacting upon children’s progress and attainment, particularly those who have SEN and/or who have gaps in their writing development.</li> <li>❖ Teaching staff provide children with helpful prompts and scaffolds and there is evidence that the recent work on developing writing using the Jane Considine resources is supporting teachers in the classroom. Teachers also use working walls to support children with the writing process.</li> <li>❖ During lesson visits, there are a range of different teaching strategies being used, some to particularly good effect. For example, the use of ‘talk for writing’ in class 3 to support children in orally rehearsing what they are going to write and building strong internal language models.</li> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li>❖ During pupil interviews, all children talk very positively about writing. It is very pleasing to see that boys generally engage as well as girls and are equally positive about writing. However, children struggle to talk about their learning confidently in writing, particular with regards to specific text types and how they are ‘getting better at writing’. In books there is limited evidence of extended writing, which is important when building stamina and independence.</li> <li>❖</li> </ul>

Key Recommendations	Actions:	Impact:
<p><b>1. Curriculum Intent</b> As part of the school’s curriculum intent for writing, clarify/adjust long term plans so that the key knowledge and skills in each genre/strand of writing (transcription and composition) are precisely identified from EYFS to Year 6 – ensure that this has been done sequentially and cumulatively so that all pupils are experiencing success.</p> <p>Introduce a consistent approach to extended writing which is adopted by all staff and enables children to practise writing (with increasing stamina and precision) in a range of text types and genres;</p> <p><b>2. Curriculum Implementation</b> As a staff (utilising the most up to date research/ information/CPD about pedagogy in curriculum design/cognitive science and writing) agree on the key features of a highly effective writing curriculum and consistently and</p>	<ul style="list-style-type: none"> <li>• Review current long term plan to ensure full genre coverage and progression within genre is clear and what is being taught is clear in all schemes of work</li> <li>• To look at content of transcription in all classes and review children’s progress</li> <li>• Staff meeting on purpose for writing ( all staff) and clarity of what children could create as genre features so explicit what is being taught.</li> <li>• Plan in extended writing opportunities to build stamina, use of secure talk for writing to fine tune ideas and rehearsal especially for children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Created new long term plan with focus on genre and purpose. Reason to write built in and sequential coverage and revisiting explicitly planned for and taught.</li> <li>• In every class, more able children are evidenced to be writing more at length. Clarity of teaching has resulted in more extended pieces of work, both at end of topic and cross curricular opportunities seized.</li> <li>• Staff meeting on metacognition and cognitive load completed and all staff engaged – collaboration with another school.</li> </ul>

<p>successfully implement this across the school (ensure that these expectations are clearly understood and documented as part of the school's intent and implementation).</p> <p>As part of the curriculum intent and implementation, ensure that the writing process is sufficiently broken down into smaller steps and that effective strategies particularly for pupils with SEN/gaps are implemented (e.g. the use of talk for writing, using Rosenshine's principles, modelling and scaffolding and then fading as appropriate, writer's tool kits etc)</p> <p><b>3 Curriculum Impact</b></p> <p>Ensure that all of the above results in strong impact in writing outcomes and that, children know more, remember more and apply their learning across a range of text types and genres.</p> <p>Staff report that in terms of the implementation of the writing curriculum and adherence to a clear LTP (curriculum intent) this is something that teachers tend to work through individually using a range of resources rather than all following a clearly defined model consistently across the school.</p> <p>In discussions with staff, there is a mixed picture with regards to CPD on writing and on effective curriculum design. Some staff have been on external training and/or have had training in their previous school. Sequencing of lessons and thinking about breaking down the writing process into smaller steps (particularly for pupils with SEN/gaps in their learning) is an area for further work and focus.</p>	<ul style="list-style-type: none"> <li>• To develop vocabulary through all aspects of the curriculum to ensure children are able to rehearse sentences and lead to writing in all curriculum subjects.</li> <li>• Vocabulary for all subjects will be identified and shared with class teachers as an expectation of meeting each year group to support higher level of vocabulary understanding</li> <li>• Cognitive load and metacognition training with Peer review consultant to underpin progression in learning</li> <li>• Share with staff the use of 'Box it' learning ladder to enable children to be able to identify the purpose and audience and then key features as a result.</li> <li>• To increase whole school opportunities to write for purpose to support internal moderation and sharing of expectations and exemplary models</li> <li>• To continue to foster and develop our children's love of writing.</li> <li>• To find their author's voice and be able to confidently write to a variety of audiences, in a creative and technically accurate way through explicit opportunities in topic work and stand alone</li> <li>• Review of our marking and feedback policy – cascaded and involving staff.</li> <li>• To include teaching assistants in whole school training and specific vocabulary CPD to support teaching and learning</li> <li>• To offer children good quality texts and extracts through Cornerstones curriculum to build further powerful vocabulary and offer more hinterland opportunities as considered a strength of our school.</li> <li>• To research a scheme of work that would offer a book focused English plans that teachers could adapt and enhance for the mixed age classes. Priority for staff given to the planning of the lessons for their cohort of mixed ages so that all children maximise learning rather than time going to sourcing plans and book links</li> <li>• To ensure consistency of judgement in writing. To demonstrate rigour with resumed moderation of judgements both internally and externally with other schools.</li> <li>• School to adopt a consistent approach to the teaching of spellings ( 2 years)</li> <li>• To participate in a triad peer review programme this year with a specific question to evidence of how school's implementation supports children's ability to write for a number of purposes independently</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary progression for every subject leader has been created and is being cascaded to staff in attempt to build in children powerful vocabulary * Chris Quigley* which is evidenced in moderated pieces of writing.</li> <li>• Box it successfully rolled out. Embedded in some classes more than others and good practice to be built on</li> <li>• Increased focus in staff meetings, increased opportunities to write and books full with improving writing</li> <li>• Use of an author for oral storytelling and poetry to try and stimulating a love of writing was successful to shift some attitudes of older more reluctant writers</li> <li>• Opportunities to write found in all subjects but without making a detriment to the subject specific learning</li> <li>• Teaching assistants leading guided write opportunities more</li> <li>• Purchased a scheme of work ' Literary Tree' that has modernised the book /texts using and although not directly linked to topic and subject learning, some links have been made.</li> <li>• Improving internal moderation and external moderation. Links created and secured for 2022 2023 with a local school for writing who is also 1 year into using the scheme.</li> <li>• Use of spelling shed as a whole school spelling scheme</li> <li>• Monitoring completed by SL – JC</li> <li>• Training for class 2, 2 staff in class 4 in relation to statutory writing moderation</li> <li>• Pupil interviews completed by SL</li> <li>• Data: (see later in report)</li> </ul>
<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Continue to embed the literary curriculum</li> <li>• To embed the commonality of talk for writing for all classes and sensory overloads in KS2</li> <li>• To plan in workshop planning meetings once a term to reflect on writing, planning and ability to measure progress for all#</li> <li>• To further embed our feedback and marking policy and pupil conferencing as a means of supporting independent editing and self reflective targets and assessments</li> <li>• To purchase a visualiser and copies of the books to move to in 2022.</li> <li>• Review SEND progress more carefully to see the links between vocab and purpose, explicit editing skills and well structured lessons</li> <li>• Review on teaching and learning in spellings whole school linked to monster phonics and use of their resources for early reading.</li> <li>• Timetable internal and external moderation</li> </ul>		<p>Resources needed</p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Visualisers</li> <li>•</li> <li>•</li> </ul>

- To develop pupil Book study ( via DBE senior briefing opportunities) to enhance planning and learning opportunities further.
- Revisit spelling opportunities in school
- Suite of staff meetings next year looking at instructional teaching and continue Rosenshine principles
- Share good practice in sensory writing opportunities eg kung fu writing.
- To reflect on scheme and 'Brethertonise' for the needs and enjoyment of our children.
- Subject leader to complete planning and implementation workshops with staff periodically throughout the year.
- Plan for how to represent data for children working 1 term behind eg not fully secure by end of year this year as data significantly impacted by it.

**Notes on the process**

- Offered clarity to the overall question and outcomes we wanted to see
- Support and reassurance in equal measures with challenge and improvements
- Ability to drill down to what all aspects of enquiry lead to
- Realised the intent needed some improvement rather than implementation which was impacting on standards and once we established this, changed the action plan for whole school and has been more purposeful.
- Impacted on other aspects of school planning and curriculum intent which will continue into this year.

Allowed/ made time to focus on school development whilst Covid still impacting on school which has helped us 'move forward' past it into more strategic planning.