



Writing Intent, Implementation, Impact

Subject Lead: E. Fraser

Intent

- Subject leader has a clear oversight of writing expectations for all year groups and the genre coverage across all year groups. Subject lead ensures that the curriculum meets national requirements; liaising with the LA to keep up to date with updates made to exemplifications and expectations;
- The subject leader ensures that all teachers are aware of expectations for their own year groups and know starting and end points; enable pupils to build their knowledge and skills towards the agreed end points;
- The leader is fully aware of the progression across year groups and sequential planning; they have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills; as well as considering the spread of genres across the year groups to ensure there is not repetition;
- The Subject leader has distributed and explained the Writing Progression Documents we are using as a school. This ensures that the required Grammar and Skills are taught prior to teaching a Genre of writing.
- The subject leader ensures the content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- Subject lead has ensured colleagues have access to appropriate resources to ensure delivery of a rich and challenging curriculum, with specific books from a devised reading spine made by the subject lead.
- The Reading lead informs staff about any CPD opportunities and feeds back any relevant information to staff via email, in person and hosts staff meetings where appropriate.

Implementation

- Through rigorous monitoring of the subject, the leader is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions
- The subject leader ensures they provide appropriate CPD, providing up to date messages from the LA - leading professional development, providing guidance and support to colleagues;
- The subject leader will oversee assessment and hold teachers to account;
- The subject leader ensures they are making best use of financial and human resources to impact on standards;
- Through work with the school council, the subject lead ensures the subject is promoted

- The subject leader, alongside the support of the LA will continually review the schemes of work and the other long-term planning
- The subject lead ensures all staff have been given appropriate CPD lead, both in school and directed from the LA.

Impact

- Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards;
- Attainment in writing is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.
- The subject lead has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review
- The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.

How we support SEN

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.