



WRITING

Intent, Implementation, Impact Statement

	Key Points
Our Intent	<ul style="list-style-type: none"> • To deliver activities that meet the requirements of the National Curriculum in a way that is appropriate to the needs and interests of all pupils and which challenges them to fulfil their potential. • To provide experiences to children in the Early Years Foundation Stage relating to Writing that meet the objectives laid out in the Early Learning Goals and from the March 2021 EYFS Framework. • To provide stimulating writing experiences for children. • To develop a positive attitude to writing. • To foster a love and curiosity of writing. • To develop awareness of the importance/influence of writing in everyday life. • To teach and develop writing skills. • To teach the different writing genres. • To use technology for word processing and as a research tool to enhance the writing experience. • Enable children to develop wider skills relating to writing, including co-operation, teamwork, speaking and listening, drama and independent working. • Develop a love for different authors –using their style to inform/ improve their own writing. • Use writing to develop their cross-curricular skills – especially in maths explanation, science reporting/ research, history, geography, PSHE and RE.
Our Implementation	<ul style="list-style-type: none"> • Teaching and Learning <ul style="list-style-type: none"> ○ Plan and deliver writing experiences outlined in the Primary National Curriculum, including all the relevant learning objectives. ○ Use a range of exciting “HOOKS” to stimulate the children . ○ Allow for opportunities to develop own knowledge of genres through reading excellent texts, exploratory play, drama, Talk for Writing, modelled and guided work. ○ Provide rich, stimulating vocabulary choices through use of dictionaries, thesauruses, displays, word banks, knowledge organisers, magpie books and reading stimulus materials. ○ Use a range of resources, outdoor spaces and information technology to stimulate and support learning. ○ For the purpose and audience of their writing to be considered as an integral part of the children’s learning and planning process. • Inclusion and Wider Engagement <ul style="list-style-type: none"> ○ All learning and activities planned to be accessible to <u>all</u> learners, including SEND, G&T and other varying abilities. ○ Additional enrichment provided through: theme days/weeks within school, using outside providers – e.g. authors/drama groups/ librarians - delivering clubs/workshops/assemblies in school, school trips, after school/lunchtime clubs, access to regional or national competitions, writing celebrated through display and other rewards. Enrichment is made accessible to all ages and abilities.
The Impact	<ul style="list-style-type: none"> • Pupil Assessment and Attainment <ul style="list-style-type: none"> ○ During lessons, children’s learning is measured using observations, key questioning, discussion, marking and annotation of children’s work. This is used to support the planning and development of teaching and learning in the short term. ○ Summative assessments involve using Writing Achievement tasks and the schools 1-6 banding and CAP sample files to identify children’s attainment during the year. This supports teacher assessment as well as the Subject Leader’s and SLTs monitoring of data to aid in planning for development of the subject and whole school targets. • English Writing Subject Area and School Improvement Planning <ul style="list-style-type: none"> ○ Subject leaders measures impact of the implementation through monitoring activities, including; learning walks, questionnaires to staff and pupils, pupil voice, looking at evidence of pupils work, analysis of teacher’s assessments (including Writing Achievement Books, CAP files, test scores, teacher assessments), and any other relevant evidence. ○ Subject leader evaluates the impact and plans for future development of the subject for pupils and staff. ○ Subject leader creates action plan, looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate). • Overall Intended Impact <ul style="list-style-type: none"> ○ Writing is engaging and enjoyable for pupils; they develop a love of writing as a discrete subject, to unlock/enrich other subject areas and as a key life skill to become creative, successful adults. ○ Teachers have the confidence and knowledge to deliver a well planned and interesting curriculum to pupils using a range of resources and approaches. ○ Pupils make good progress in their acquisition of skills, knowledge and understanding. ○ Children access a range of different learning opportunities, both in and out of the classroom. ○ Staff evaluate the impact of their teaching and learning and develop their practice to suit the learners in their classroom. ○ Subject leader can identify strengths and areas for development of the subject and act upon it in the interest of the school.