



ignite

Name of Subject: Writing

Writing

Overall Judgement

Judgement

inadequate	Requires Improvement	good	outstanding ✓
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Headlines

5 Key Strengths

- Exceptional vocabulary focus across school.
- Clear and focussed Royal Write cycle is followed across school. This is resulted in very high results for writing, including, 3.1 for progress (2018 was 5.1).
- High expectations and standards of work from EYFS to Year 6. (Children take risks with their writing.)
- Time is planned into lesson for quality speaking and listening opportunities and oral literacy.
- Cursive handwriting is now embedded across school.

3 Areas for Development

- Live shared/demonstration writing needs to happen in all classrooms.
- Ensuring progression of skills across year groups and coverage of genre types. (Learning Ladders and updated Long Term Plans, including genre coverage and focus texts now in place.)
- To ensure pupils with SEND achieve exceptionally well.

What is needed to move to outstanding

Or

The key reasons behind an outstanding judgement

- Children are ambitious, motivated writers who take real pride in their work. Both students and teachers have high aspirations.
- Teachers have a firm and common understanding of the English Curriculum and the impact this has on their teaching.
- Children can consistently apply their skills across the entire curriculum.

- The drive to develop and extend children’s vocabulary is exceptional across the school and across the curriculum.
- We are continuing to secure a greater understanding of SPaG and ensuring all year groups are following the progression of skills ladders.
- Implementation is reviewed and refreshed regularly through high quality CPD.
- There is a commitment to the development of moderation both internally and externally throughout the year.

Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils’ work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum)

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer. (see reading memorandum of understanding)

	<ul style="list-style-type: none"> ■ A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. ■ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. ■ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. <p>Impact</p> <ul style="list-style-type: none"> ■ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. ■ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. ■ Pupils' work across the curriculum is of good quality. ■ Pupils read widely and often, with fluency and comprehension appropriate to their age.
	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ The quality of education provided by the school is not good.
	<p>Inadequate (4)</p> <p>The quality of education is likely to be inadequate if any one of the following applies.</p> <ul style="list-style-type: none"> ■ The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding. ■ The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum. ■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. <p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> ■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement. ■ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met. ■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

Delivery	
What resources do teachers use to aid their planning?	<p>Teachers use a range of resources to enhance and hook the children into their learning. These include:</p> <ul style="list-style-type: none"> * High quality texts at the heart of the curriculum. * Literacy Shed plus access * Boxing Clever strategies * Pobble 365 * Literacy Shed animations and similar * Talk 4 Writing strategies * Vocab Ninja * Letterjoin * Ignite Maps and Knowledge of Kings * Shared writing <p>Teachers have the learning ladders and termly targets to focus their planning and ensuring the art of writing and securing SPaG is taught progressively.</p>
How do teachers inform themselves about children's prior learning?	<p>Writing learning ladder, Royal Write books are passed up, book looks, MAGS, moderation, discussions with previous teaching staff, questioning children's prior knowledge of key concepts.</p>
Do teachers know why they are teaching their topics?	<p>Writing is heavily centred around our cross curricular links and lots of time has been spent developing our Ignite curriculum. The learning ladders make it explicitly clear what is taught when and why. Genre coverage will be made more explicit on long term plans to ensure all year groups are covering a broad and balanced mix of genres.</p> <ul style="list-style-type: none"> • Learning Ladders • Use of the National Curriculum • 3 I's
What process has been used to put together the planning this subject	<p>The English team have carried out extensive research and drawn from the very best models and approaches to writing in order to create our own bespoke writing process, 'The Royal Write'. This two weekly, sometimes longer, cycle is now well established and highly successful across school. Teachers use this format to plan a series of lessons which includes the skills of planning their work, thesaurus thinking, writing and building up stamina and editing. There are regular strategy meetings about English where strengths, weaknesses and opportunities for development and CPD are discussed. Learning walks, book looks, staff and pupil voice have also been instrumental.</p>
How has Kings Road's 'Cultural Capital' been considered	<p>Writing is based a broad range of real life experiences and creative opportunities including:</p> <ul style="list-style-type: none"> • 'Take one Book' • Author and Poet visits • Royal Write • Experience Days

	<ul style="list-style-type: none"> • World Idiom Day • Drama and role play • Debates • High quality books – poetry, non-fiction and fiction • Kings Road Eisteddfod and other poetry recitals <p>All of these events celebrate our diverse family at Kings Road, including those pertinent to our pupils.</p> <p>Kings Road has very carefully strategised the teaching and learning of reading in careful consideration of the needs and heritage of our pupils. This is constantly reviewed. For instance, we are developing an embedded school priority to further develop our cultural diversity. The school has many CC specific strategies, including Black History Month and Heritage Days.</p>
<p>What is learnt at the beginning of the children’s journey? (Foundation Stage) and why?</p> <p><u>EYFS Communication Goal, Prime- Speaking</u> <i>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i> <i>Exc: Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i></p> <p><u>EYFS Communication Goal, Prime- Listening</u> <i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</i> <i>Exc: Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.</i></p> <p><u>EYFS Literacy Goal, Specific- Writing:</u> <i>‘Children can spell phonically regular words of more than one syllable, as well as many irregular high frequency words. They use key features of narrative in their own writing.’</i> <i>Exc: ‘Children can spell phonically regular words of more than one syllable, as well as many irregular high frequency words. They use key features of narrative in their own writing.’</i></p> <p><u>EYFS Physical Development Moving and handling:</u> <i>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p>	<p>The foundations of developing writing are acquired through a child’s experiences of speaking and listening. This is a fundamental building block in our EYFS provision, their learning is deeply rooted in a language rich curriculum. All activities are planned with a view to developing a child’s ability to listen, to discuss and to extend their use and understanding of a broad and varied range of vocabulary.</p> <p>Writing across EYFS is characterised by hands on, child initiated activities which are supported by planned opportunities to scaffold and support children’s learning and develop their skills. Writing/ mark marking is an integral feature of many activities and opportunities that are on offer across EYFS, it is encouraged and developed through both indoor and outdoor play, structured activities.</p> <p>Skills acquired and promoted throughout EYFS are carried through in to KS1</p> <p>There is a focus on delivering high quality intervention for the EAL learners. Results in FS are close to expected, representing good progress from their low starting point</p>
<p>How is the subject coverage progressive throughout the school?</p>	<p>Detailed learning ladders for each strand (Writing, Reading, SPaG) Specific genre progression map.</p>
<p>What are the strengths of this subject?</p>	<ul style="list-style-type: none"> 📖 Exceptional vocabulary focus across school. 📖 Clear and focussed Royal Write cycle is followed across school. This is resulted in very high results for writing, including, 3.1 for progress (2018 was 5.1). 📖 High expectations and standards of work from EYFS to Year 6. (Children take risks with their writing.) 📖 Time is planned into lesson for quality speaking and listening opportunities and oral literacy. 📖 Cursive handwriting is now embedded across school. <p>During pupil voice and learning walks children speak enthusiastically about writing and their desire to take risks and make mistakes in order to be the best they possibly can be. Staff invest time and energy into their planning so that lessons really hook and engage pupils. Children like to read their work to their peers and see their work displayed around school.</p>
<p>What are the weaknesses of this subject and what is being done to address these?</p>	<ul style="list-style-type: none"> 📖 Live shared/demonstration writing needs to happen in all classrooms 📖 Ensuring progression of skills across year groups and coverage of genre types. 📖 To ensure pupils with SEND achieve exceptionally well. <p>Children need to see a window into the teacher’s brain when making writing choices. This can only happen through high quality, demonstration writing. Staff have been encouraged during</p>

	<p>the Covid 19 pandemic to take part in high quality CPD where they can see amazing examples of this. Use of the FANTASTICs, BOOMTASTICs and GRAMMARISTICs will further enhance this. Coverage of genres is being addressed to ensure that Narrative, Non Fiction and Poetry are taking place across all year groups. Internal moderation will focus on Narrative in Autumn, Non Fiction in Spring and Poetry in Summer. It's crucial that children know the purpose of their writing and again this will be discussed during staff training.</p> <p>Learning Ladders and updated Long Term Plans, including genre coverage and focus texts now in place.</p> <p>SEND provision in writing needs addressing to ensure these children are given an equal opportunity to shine.</p>
How is the subject used to develop reading?	<ul style="list-style-type: none"> • Writing is intrinsically linked to reading. Reading exposes us to other styles, other voices, other forms, and other genres of writing. Importantly, it exposes us to writing that's better than our own and helps us to improve. ... Reading helps us make connections to our own experiences and emotions so reading makes you a better writer and a better communicator. The English team are currently creating a bank of great writing examples from texts that can be explored and developed in the classroom to expose children to different sentence types. • Key texts are used as writing stimuli. • Editing skills are explicitly taught through 1:1 consultations, encouraging children to read what they have written to look for meaning, spelling, grammar, accurate use for punctuation. • Key focus on phonics as a prime tool in developing reading.

Progress	
How are children that struggle or lack confidence supported?	<ul style="list-style-type: none"> • Children are encouraged and supported in class via peer mentoring/talk partners/ small focus groups with teacher or TA, support during input • Specific interventions are planned across school, utilising the KR PPP • Writing is referred to (where necessary) on provision maps • Specialist S&L teacher who delivers intervention programmes. • T&P meetings • Lots of specific EAL intervention
How is this subject assessed and how are next steps identified?	<ul style="list-style-type: none"> • Bespoke approach to marking through our 1:1 consultation and feedback system • Writing targets have been separated into terms and are progressive. Targets are identified and highlighted once achieved. This helps to support effective marking throughout the year. • Greater focus placed on moderation both internally and externally. The aim is to use the samples from our own moderations to create a moderation handbook per year group. • MAGS and T&P meetings
What transition arrangements are in place to support teacher to teacher communication?	<ul style="list-style-type: none"> • Data • RW books are passed to the next teacher • Ability groupings are shared with the next teacher • Transition meetings
How are end of term summative assessments used to aid future progress?	<ul style="list-style-type: none"> • T&P meetings • Next steps identified and highlighted in English/planning books

Intervention	
What is in place for pupil premium children?	<ul style="list-style-type: none"> • Specific interventions are planned across school, utilising the KR PPP • Specifically monitored during T&P meetings
What is in place for SEN children?	<ul style="list-style-type: none"> • Writing is referred to (where necessary) on provision maps • Specialist S&L teacher who delivers intervention programmes. • In class support. Pre teaching of vocabulary etc.
What interventions are in place across the school?	<ul style="list-style-type: none"> • Specialist S&L teacher who delivers intervention programmes. • Range of interventions tailored to pupils needs, e.g. fine motor control, phonics, word recognition, spelling • T20 programme
Who delivers the intervention?	<ul style="list-style-type: none"> • TAs • Teachers • EAL TA
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	<ul style="list-style-type: none"> • Progress tracked through T&P meetings • PPP- progress recorded by TA. • MAGs
How are EAL pupils catered for?	<ul style="list-style-type: none"> • Practical activities. • Talk 4 Writing strategies • Pre and post tutoring in relation to vocabulary, grammar and spelling • EAL TAs • Holistic, quality first teaching approaches

Continuous Professional Development

What CPD have leaders been given?	<ul style="list-style-type: none"> • Primary Excellent English Teaching Programme – North West Learning Partnership • EY2P English Leadership Course • The Write Stuff Online CPD Certificate (10 hours) • The Write Stuff with Jane Considine (One Day Course) • TTSa English Leaders Course • Boxing Clever Training – Alan Peat
What CPD is in place for all staff?	<ul style="list-style-type: none"> • CPD is carried out through staff meetings • Inset days • TA Training Tuesdays • Regular Moderation • Investment in outside speakers (quality CPD), SLAs, Alan Peat, Jane Considine etc
How are new staff supported?	Expectations and Processes document is given to new starters showing and explaining our bespoke writing process. New staff members will meet with the lead two weeks into their appointment in order to discuss expectations and processes. New staff join in with a LWW in their first half term.
How is teacher and teacher assistant subject knowledge supported?	Any training materials and ideas are cascaded to all staff. Direction to online CPD. Staff are encouraged to go on learning walks to observe how others teach this subject.

Workload and Well-being

Do you feel supported by senior leaders?	Yes I have regular meeting with members of SLT about initiatives and ideas and am supported whole heartedly in implementing new strategies. Day for a Day, headspace, a whole year of staff meetings dedicated to subject leadership, coach from leadership team appointed.
Have you been given the tools to complete the role of subject leader?	Largely. Staff meetings have been focused on Foundation subjects as the curriculum development has been taking place. Shared writing/writing genre coverage will be addressed at the nearest opportunity in September.
How do you support the teachers?	<ul style="list-style-type: none"> • Feedback from book looks • Support through on-going moderation • Provide 1:1 support for staff where necessary • Clear expectations (learning ladders, marking policy etc) • Opportunities for training both in house and externally. • Observations and feedback • Learning walks

Monitoring

If a lesson was to be observed what would be seen?	<ul style="list-style-type: none"> • Enthusiastic teachers engaging excited writers. • Focused, clear learning objective. • High quality vocabulary development/thesaurus thinking. • Grammar taught in context. • High quality sentence structures taught and modelled. • Children equipped with skills to be independent learners. • New concept taught, rehearsed or applied, prior knowledge secure. • Open ended questioning to encourage independent thinking skills. • Opportunity for high quality speaking and listening planned in including role play, debate and hot seating. • Oral rehearsal and children planning their writing carefully. • Use of VAK strategies – multi sensory approach. • Provision for challenge. • Misconceptions identified and addressed. • Plenary to assess progress, discuss next steps, reward, challenge • Teacher uses informal assessment throughout lesson and can alter learning as required. • Expanded use of FANTASTICS
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	What has been done before and what is done next to ensure objectives have been met.
What would a teaching assistant be expected to be doing during a lesson?	The TA is instrumental in ensuring that targeted groups/children are supported and challenged. During input – may be either scribing or sat with a child/children to focus their learning, questioning their understanding. Also explaining and developing understanding of vocabulary.
Will the teacher's questioning encourage learning and enquiry?	Through teacher questioning, children will begin to experiment with new vocabulary, sentence structures and writing styles. They will understand who their audience is, how to engage and grip their audience and develop their subject knowledge further.
Are the children learning new knowledge/skills? How do you know?	The children are learning and building on prior knowledge constantly. This is quite easy to spot in writing look at how their writing stamina, style and vocabulary develops over time. Teachers are working towards termly targets which are visible in books and referring to the learning ladders. Genre coverage maps will also help to ensure progression across all writing purposes.

Any other factors

- KS2 were externally moderated (2022) and had fantastic feedback with no areas to develop.
- KS2 cross-moderated with local primary schools and feeder high school before external moderation.
- KS1 cross-moderated with local primary school in March 2023

Excellence without compromise