

Curriculum Design

Guiding Principles

We want our children to Care, Aspire and Achieve. We are committed to delivering a writing curriculum which enables all our children to become confident and ambitious, lifelong learners. We have extremely high expectations for every child to be a writer. We are committed to developing every child's knowledge and skills so they are not only strong writers, but writing is a mechanism to develop and demonstrate a curiosity, aspiration and a love of learning that spans across the curriculum and into adulthood.

Core Values

Care	Aspire	Achieve
Through a carefully selected subject focus, our writing curriculum develops every child's ability to Care, and to respect and understand themselves and others and the world in which they live. Our curriculum also ensures that every child feels safe, valued and cared for.	We focus carefully on developing purpose and audience in our writing curriculum which facilitates a range of opportunities designed to develop every child's sense of what is possible for them to achieve now and in their future lives.	Our writing curriculum is designed with the highest expectation for every child. The emphasis is on ensuring there is no opportunity for any child not to become a strong, confident writer and for all children to have the skills, knowledge, and crucially the attitude, to achieve.

Intent

We want our children to love writing and for it to be a way for them to express and develop their creativity. Underpinning this is an absolute commitment to ensure that all children have the fundamental skills, providing them with the platform to become strong, confident writers.

Our writing curriculum is evidenced-informed and is continually developing as a result of our position as an EEF Research school and our commitment to every child becoming a writer. The EEF identifies metacognition and feedback as the two most impactful strategies to develop learning. Our writing curriculum is designed to maximise the impact of both of these areas on the children as writers and learners.

More than a learning objective: In every lesson there is specific focus on the discrete learning objective. However, we are committed to ensuring we also develop our school values, through carefully chosen focuses that link to, and develop, our school values, such as units of English that develop the children's Care for the world they live in. Additionally, developing the children's Learning Behaviours in synergy with the learning objective is a priority at every opportunity. Examples of this would include: neat handwriting and presentation to develop Pride; paired work to develop Collaboration; and high expectations to develop Independence.

Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. Core principles of metacognition are continually developed to allow children to evaluate their own work and learning; increase their knowledge of themselves as learners; and then have the desire and ability to make positive choices to improve these areas. Children are taught specifically how to do this through frequent opportunities to edit and improve their own writing.

Implementation

There is a focus on a gradual release of responsibility across every unit of work, year group and the children's whole school learning experience. EYFS has a huge focus on early literacy, especially speech and language. Our Year 1 and Year 2 curriculum has a relentless focus on ensuring we build on these early literacy goals, creativity and vocabulary, whilst also implementing a structured approach to developing basic writing skills. Explicit instruction followed by regular, substantial practice ensures children have the basic skills they need to be successful writers. Throughout their explicit instruction, teachers model their thinking to ensure the children develop the skills of an expert writer. As the children progress through the school, the expectations in writing increase through a greater emphasis on application and development of writing skills.

Writing is taught as a discrete subject. Once a skill is learnt, for example report writing, children have an opportunity to apply and develop this written skill in other subjects to reinforce learning across the curriculum. A broad range of stimulus are used across the writing process. This includes high quality texts, drama activities, external experts and real life opportunities. Where it can add value, writing is given a real purpose and audience.

We encourage adults and children to use both rich language and precise vocabulary, which is specifically planned for and linked to the subject area that they are studying so that they can understand it and can then use it to reason, articulate and make generalisations.

Our focus is always on quality first teaching. Adaptive teaching supports our spotlight children in lessons to minimise the amount of children who need interventions outside of an English lesson. Where needed, evidence-informed interventions are specifically targeted to provide additional support and ensure children keep up rather than catch up.

Feedback is not an isolated event. Feedback is at the heart of every interaction in every writing lesson. This includes pre-planned, high quality questioning and assessment for learning opportunities; individual feedback on a child's specific area of development with a priority on live feedback as the children are writing; and evaluation of the whole class's needs to inform future teaching and learning.

Impact

Evidence through pupil voice, observations and outcomes in books will show that children can articulate and demonstrate their application of knowledge and skills. A review of books will show children's ability to reflect on personalised feedback received and children's growing ability to apply metacognitive skills, showing a continuous improvement in all areas of writing. Children will be able to make connections between previous learning and transfer their writing skills to other areas of the curriculum. Teachers and children will be able to confidently discuss the coverage of objectives throughout the year and how these are applied in writing. Effective assessment, moderation and monitoring systems will help inform teaching and learning. Planned collaboration throughout the year will provide support for key areas of the writing process e.g. modelled writing, feedback and planning frames. Regular review and support for the effective delivery of interventions will help raise standards for all pupils.

