



Alexandra Park Primary School

Care, Aspire, Achieve



Writing Report 2022-23

Writing is a valued and integral part of the curriculum at Alexandra Park Primary School. Our curriculum endeavours to create a love for writing whilst equipping pupils with a strong command of the spoken and written language. Teaching ensures children enjoy exploring a wide range of genres, are exposed to a range of high-quality texts and have the opportunity to write for different purposes and audiences. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners; English learning is key in this. Writing has a significant place in education and in society. High-quality education in English teaches our pupils to speak and write fluently so that they can communicate their ideas and emotions to others. Throughout our curriculum, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society. Pupils are encouraged to consider the impact their writing has on other people. Our writing curriculum and 'Aspire Programme' sparks children's curiosity and love of learning. A range of enrichment experiences inspire and encourage children to explore various career paths and consider how their writing education connects to their life now and future success. Whole class pedagogy along with structured interventions for individuals and small groups are informed by evidence and research, which matches our school context and values. Teachers consistently use the bespoke 'Alexandra Park Writing Cycle' to support pupils in their journey to becoming competent, creative and independent writers.

Fundamental Great British Values

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school through our shared vision of "Care, Aspire, Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance through the delivery of the curriculum and the different genres and high-quality texts children are exposed to.

Planning

At Alexandra Park Primary School, "Care, Aspire, Achieve" is at the forefront of our curriculum design. The writing curriculum offers breadth so pupils are exposed to a variety of genres and high-quality texts. Throughout their journey at our school, children broaden their knowledge, application and competence in transcription and composition. As well as the use of high-quality texts, children participate in purposeful writing projects in order to apply their writing skills to a real audience within our community or one further afield. This helps to motivate learners and reinforce the belief that their writing can be meaningful and impact others. The writing curriculum enables children to develop knowledge and skills that are transferrable to other subjects. The curriculum is designed to ensure that connections are made between various subjects and year groups to help embed and secure deeper learning with opportunities for key retrieval practice. Our long-term and medium-term plans map out the content covered each half term for each year group. Alongside this is a progression of skills document for spelling, punctuation and grammar. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. To ensure coverage of all objectives, teachers have co-planned the full year, deciding which objectives they will cover in each half term. Within each unit of work, teachers embed opportunities for explicit instruction, guided practice, independent application, planning structures, drama conventions, speaking and listening activities, vocabulary development, a range of effective feedback types, editing/revising, and publishing.



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Assessment

At Alexandra Park Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning, future learning and to support adaptive practice. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made for all pupils. Feedback on children's writing is meaningful, motivational and personalised as guided by the school's feedback policy. Children are encouraged to take ownership of their next steps and reflect on how they can improve their writing, using a range of feedback methods. Summative assessments are used to inform teaching and learning but also the allocation of key resources for structured, evidence-led interventions. All teachers have a long term assessment overview grid, which is used to collate evidence of writing attainment and progress throughout the year based on independent application of composition and transcription skills. In addition to this, each year group also administers termly spelling, punctuation and grammar assessments to help inform teaching and learning. Throughout the year, teachers assess and moderate the children at either working towards the expected standard, working at the expected standard or working at a greater depth. Subject leaders and phase leaders analyse this data and generate actions in pupil progress meetings to help raise standards in writing. We can then track the progress of all children and specifically key groups to monitor the impact of our implementation.

Collecting Evidence

Through a consistent and carefully designed monitoring cycle, subject leaders and members of the Senior Leadership Team have the opportunity, each half term, to conduct book monitoring, pupil voice, learning walks and a review of planning. This cycle helps facilitate the sharing of good practice, embed and review new and existing training, explore collaborative writing projects and ultimately raise standards of education. It also gives us the opportunity to listen to the children's voice and gather feedback on what helps them learn more effectively. Evidence is further collected from interventions that are carried out such as entry data, exit data and attendance so that the impact of these interventions can be monitored. The implementation of daily 'Class Forums' also focuses on valuing children's views of learning and developing their learning behaviours.

Enrichment Opportunities

As a school we believe in providing the children with as many enrichment opportunities as we can in order to inspire their learning. Our writing curriculum and 'Aspire Programme' sparks children's curiosity and love of learning. Real-purpose writing projects helps provide a genuine audience and motivate learners. A range of enrichment experiences inspire and encourage children to explore various career paths and consider how their writing education connects to their life now and future success. Other examples within the English curriculum include:

- World Book Day – To help promote a love of reading and writing. This is a celebration of reading, writing, books, authors and illustrators and is an opportunity for the children and staff to participate in a range of purposeful activities.
- Visitors – We enjoy welcoming a range of authors, illustrators and poets into our school to work with and inspire the children.
- National Competitions – Our pupils have the opportunity to take part in writing projects throughout the year to help develop their creativity, application of writing skills and love of language. As a result, some children have taken great pride in seeing their writing being published into a real book for people to purchase and enjoy.



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- Online workshops – Another way our pupils have engaged with authentic audiences is through online, interactive workshops. This has provided our pupils with the chance to take on board specific advice about writing and further expand their awareness of different genres and text types.

Targets for 2022-23

- To support staff with the implementation and consistency of a new feedback policy.
- To sustain writing development following the implementation of the Alexandra Park Writing Cycle and further CPD. Embed a system of follow-on support built upon monitoring, collaboration and reflection.
- To further develop rigorous writing assessments through effective moderation and progression of independence.
- To develop further opportunities for application of writing across the curriculum and spaced retrieval practice.

Longer-term targets

- Develop the explicit teaching and integration of vocabulary development into the curriculum
- To seek and support teachers with further authentic audiences when planning writing units of work.
- To further develop the use of a school newspaper

SEND

