

ACTION PLAN FOR WRITING 2020 – 2021

UPPER SCHOOL



SUCCESS CRITERIA	ACTION	BY WHOM	WHEN	£	MONITOR	EVALUATION
Consistency of judgement in writing. To demonstrate rigour with moderation of judgements both internally and externally with other schools.	Meet half termly as an Upper School team to moderate writing samples using the moderating tracking sheets. Focus on targeted children and groups.	Teachers and Teaching Assistants CPD	Half termly / Continuous	Time to meet	Continue to monitor and add to and refine portfolio of consistent leveled work. Work scrutiny by all staff via marker children.	Evaluated by Upper School Team Leader and Literacy Leader.
To attain aspirational targets –KS1 higher attainers to be targeted to work towards gaining GDS in writing by end of KS2. Gap between Reading and Writing attainment to be closed.	Analyse writing & target setting. Set targets using Next Step grids. Planning uses unit strand focus. Specific teaching of vocab to up level. TAs know targets. To target pace of lessons to accelerate pupils' learning.	Teachers	Weekly on-going.	KS2 Moderator to feedback to whole staff at KS1 & KS2	Work scrutiny. TA feedback. Half Termly Target reviews & assessments. Monitored by Upper School Team adapting provision in light of progress.	Evaluated by Upper School Team Leader & SLT.
Guided writing, linked to performance, to make specific progress.	Guided writing based on assessment. 'Reading as a writer.' Planned for TA support.	Teachers Teaching Assistants SLT	Weekly on-going	CPD	Review previous work to evaluate progress. Literacy Leader reports progress to Governors. Class Teacher to review progress and feedback to US	Upper School Team Leader will evaluate the progress made across Upper KS2.

					Leader. Curriculum monitoring.	
Children able to peer and self assess against their work -evaluate writing & know next steps. Children are able to evaluate their writing across the whole curriculum.	Personal Target sheets. Differentiated SC. Target reviewed across each genre of writing.	Teacher TAs Children to be trained.	Weekly on-going	CPD	Work scrutiny Monitoring & Reviews by Upper School Leader.	Evaluated by SLT.
Increased planned opportunities to apply writing skills across all subjects across the curriculum.	Plan opportunities for writing in topics, particularly non-fiction. Writing for a purpose & opportunities for writing planned.	Teacher	Following extended writing sessions for 45 minutes on a fortnightly basis (cross curricular links made)	Focus English	Planning shows planned opportunities. Work scrutiny carried out by Upper School Leader.	Evaluated by SLT.
Implement writing strategies from Focus English. To develop writing through fluency and expression.	Plan opportunities for oral rehearsal of writing. Use of talk partners.	Teachers / Teaching Assistants	Weekly on-going	Focus English CPD	HT Observations Planning to show opportunities.	Evaluated by Upper School Leader.