What does Writing look like in our school?

What does it mean to be a Writer?

At St Mary's we foster children's love for writing through introducing the children to high quality texts full of rich and varied vocabulary. Every child at St Mary's is a storyteller- through our Talk For Writing scheme of work, children develop oracy skills which are fundamental in order for the children to share their views and opinions. A well rounded approach to teaching writing, enables the children to explore different genres and write for different purposes. Talk For Writing enables the children to imitate the language orally before children analyse texts and write their own. We support children in their creative writing, through teaching them how to organise their ideas, choose the most effective vocabulary to be topic specific and memorable and to choose appropriate conventions. Writers at St Mary's are as diverse as our school community – we ensure that children's ideas and writing efforts are championed and celebrated and that we expose children to a variety of rich and diverse texts.

What does Reading look like in our School?

What does it mean to be a reader?

At St Mary's we foster children's love of reading through using a wide variety of well loved, classic books, alongside more contemporary books that reflect and celebrate our diverse, modern society. Books are selected to accompany each class's wider curriculum and fiction links to non-fiction so that children can make cross curricular links in their learning. Every class has regular storytime where the children can be transported to different eras and settings around the world and encounter perspectives and experiences which will develop them as global citizens.

We share our passion for reading as a school, both for pleasure and as a fundamental way to access the wider curriculum. We believe that every child is a reader and in Reception and Key Stage One we use the Read Write Inc phonics scheme to give every child the secure phonetic knowledge that is needed for reading success. In Key Stage Two children are exposed to a wide selection of genres as they become free readers and are given advice and recommendations for selecting books.

All pupils have access to the library so that they can experience the tranquility of reading and develop their own avenues of interest. As a school we celebrate National Book Week, invite in local authors to share their books and connect with parents by encouraging involvement in Suffolk libraries reading schemes.

Feedback and Assessment

Children receive precise and constructive feedback which is directly linked to the learning objective. The majority of this is through live marking during the lesson as this is the most effective approach for the pupils. Feedback is verbal so pupils can improve their learning in the moment, with written feedback given when appropriate. Adaptive teaching techniques are used to ensure all pupils make progress within the

lesson. Next steps are given to children to further improve or to address misconceptions in order for the children to make better progress during the lesson and over time.

We also share the feedback with the parents on a regular basis at parent meetings and in the end of year report. However, specific individual concerns are raised with parents as needed so they can be addressed quickly. Written feedback to parents will share the teaching focus and next steps. We assess the children formally throughout the year and teacher assessment, as well as Assessment for Learning, is happening on a daily basis. We analyse formal data on a termly basis and discuss these with the staff during Pupil Progress Meetings. We do book evaluations as well as internal moderations to ensure consistency across the school. We strive to intervene as soon as a gap is identified to address misconceptions and/ or missed learning in order for the attainment gap to close.

Assessment and Tracking Progress	
EYFS	Upon entry to EYFS we conduct a baseline assessment in order to identify where the children are with their knowledge. Formal assessment happens termly, however teachers assess children's knowledge and attainment daily through their professional judgement and assessment for Learning.
KS1	Pupils are assessed using PiXL or past SATs papers (Y2) termly to identify gaps and next steps. At the end of KS1, we use the non-statutory KS1 SATs papers to support teacher assessment and to help identify where pupils need additional support transitioning into KS2. We follow DfE guidance in assessing writing across the school, with a school based approach to writing assessments. Teachers track pupils progress throughout the year and address misconceptions whenever necessary.
KS2	Pupils who may struggle with phonological knowledge, continue to access phonics interventions within the KS2. Pupils are assessed using PiXL or past SATs papers (Y6) termly to identify gaps and next steps. By the end of KS2 children are formally assessed with KS2 SATs and this includes Teacher Assessment for writing. We follow the DfE guidelines for writing and have devised our own assessment of writing expectations within SJB CMAT in order to ensure consistency across the school. Data is then analysed to identify GAPs in order for the teachers to precisely devise support and further interventions for the children.

Provision for those children who need additional support

Solid and secure phonological knowledge as well as rich and varied vocabulary are the key for the children to be successful writers. Children who struggle with accessing age appropriate curriculum objectives get support within the classroom and this includes: quality first teaching, scaffolding of the work, word mats, extra support and focus from adults in class, use of technology such as laptops, tablets or talking tins. Vocabulary is dually coded for pupils to support better understanding. For children who require further support they attend interventions planned by the SENCo.