

## Action Plan to Improve Writing Outcomes

Key Objective: Raise standards in writing throughout school from KS1 – KS2:

- The percentage of children achieving the expected level in writing to increase throughout school.
- The percentage of children working beyond the expected standard in writing to increase throughout school.
- Teachers marking to improve to allow pupils to respond to feedback.
- Planning to show clear outcomes for pupils in a unit of work.
- Planning to be focussed on the needs of the pupils.
- Greater expectations of children – to write at greater length and at greater quality.
- To increase the levels of independence of writers throughout school.

Method and Research (in relation to work with NLE)

- Work with Shelley First School, introduced to Mrs D Knowles (NLE) by Mrs B Laher OBE (NLE);
- Joint planning and book scrutiny with SLT at Shelley First School and SLT at Howard Park Community School (held at HPCS);
- Joint observations with DK (SFS), BL (TQI) and MN (HPCS) of all school through drop ins;
- MN to visit Shelley to meet with SLT discuss writing and observe;
- SLT to visit Shelley to meet with SLT and discuss writing and observe;
- 1:1 meetings with DK (SFS) and MN (HPCS);
- BL to monitor and report back through TQI visits;
- SLT at HPCS to report back to staff through staff meetings and to hold INSET;
- SLT to report back to Governing Body;
- SLT to monitor.

| Area for Development   | Success Criteria   | Key Actions  | Time/Staff/Milestones  | Monitoring  | Evaluation  |
|--|--|--|--|---|---|
|  <p>Teachers to have a clear planning goal – outcomes are clearly stated.</p> | <p>New planning format being followed by all teachers.</p> <p>Pupils demonstrating greater awareness of the 'journey' through their writing units.</p> <p>Greater clarity of learning objectives/success criteria.</p> <p>'Cold writes' clearly evidence improvement in pupil's writing.</p> | <p>Develop new planning format with key areas of focus identified.</p> <p>Deliver staff training to teaching staff on new planning format.</p> <p>Planning for all writing units to be handed in to SLT.</p> <p>Pupil interviews to check pupil's understanding.</p> | <p>Staff training to include all teaching staff – 1<sup>st</sup> September.</p> <p>SLT to monitor impact of planning.</p> <p>To review at October Half Term.</p> | <p>All planning to be submitted to Headteacher and Deputy Head.</p> <p>Book scrutinies.</p> | <p>New planning format is now in use and all teachers are using the format of planning using writing journeys which are always shared with pupils and used extensively as LO's for pupils. There is absolute clarity of objectives and criteria and it is absolutely clear the direction that the writing is taking. The cold writes are essential to show improvement and monitoring suggests that this is having significant impact in improving writing.</p> |
|  | <p>Clear steps to improve are clearly identified through marking.</p>  | <p>Training on marking for all staff</p> <p>Book scrutinies at regular/identified intervals with clear points for development.</p>   | <p>Training for all staff.</p> <p>Book scrutiny at half termly interval to monitor marking.</p>  | <p>Book scrutinies.</p> <p>Pupil interviews.</p>  | <p>Marking is thorough and very clear in guiding pupils. Opportunity to self-correct and improve is developing at speed and monitoring</p>  |

**B**

To strengthen the quality and consistency of marking to ensure that feedback to pupils is clear and they can identify their next steps in learning.

Pupils are responding to marking and improvements are visible.

Clear improvements can be seen through a unit of work, from the cold write to the final piece.

Feedback to staff and further training as a response to scrutinies.

Training opportunities for staff to observe on another's practice and respond to feedback.

suggests that this is having significant impact in the writing process. Governor scrutiny has been held in challenge and marking throughout this new approach to writing and it is clear that this is impactful.

**C**

For pupils to work more independently when writing.

Lesson observations and 'drop-ins' observe different children working independently across a period of time.

Pupil interviews indicate pupils are working independently.

Focus on teacher delivery and use of resources in lessons – do these enable pupils to work independently?

Train staff on promoting independent writers – use of resources, teaching delivery.

Monitored throughout the term.

Lesson observations.

Drop in sessions.

Book scrutiny.

Pupil interviews.

The process of writing journeys, the marking procedures and responses, the consideration at the time of planning and the guidance of challenge and effective differentiation has led to a level of independence which was not seen before. Pupils are taught well and are guided sufficiently well to increase the levels of independence.

**D**

Ensuring a clear success criteria is used that supports pupils in identifying what is expected from them.

Planning clearly indicates the success criteria for each lesson.

Success criteria can be seen for all pieces of written work.

Pupils and staff are completing the success criteria.

Marking constructively uses the success criteria to identify areas of development for pupils.

Staff training on developing the use of success criteria.

Reviewed through the next term.

Book scrutiny.

Planning scrutiny.

Pupil interviews.

As above, pupils are empowered through this new process. Pupils are absolutely clear on what is expected from them and are able to self-assess against these criteria.

### Note of Visit

|                        |                    |                       |              |
|------------------------|--------------------|-----------------------|--------------|
| <b>Support School:</b> | Shelley First/WYTA | <b>Supported by:</b>  | Deb Knowles  |
| <b>Client School:</b>  | Howard park        | <b>Headteacher:</b>   | Marcus Newby |
| <b>Date of Visit:</b>  | 14/6/16            | <b>Time of Visit:</b> | 9.30-1.00pm  |

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|---|--|
| <b>Persons seen:</b>  | <b>Persons not seen due to illness/lack of release</b> |
| HT, SLT team  |  |
| <b>Agreed agenda items: Book scrutiny of writing with SLT – NLE and SLE facilitating</b>  |  |
| <p><b>Summary of visit.</b><br/>         Proformas were emailed ahead of the visit and agreed. SLT fed back some general points prior to scrutiny:</p> <p>Sarah had a very clear understanding of her role re EYFS and SEND. Links to monitoring of T&amp;L and to PM were referred to. Alec stated that he was monitoring HAPs but did not seem able to articulate how his happened/was planned for. Sarah and Alec shared that the team had been restructured and that it seemed to be a better fit now. (Johnathan was not present at this time). DK shared that SLT should really know their team and be IMPACTING UPON STANDARDS.</p> <p>DK suggested that maybe there needed to be review of the SLT and to plan ahead for Sept in the light of Alec's school move. There seems to be a need now to really sharpen the planned IMPACT of SLT, linked to CPD, monitoring, data etc. DK wondered of being SenCo was manageable/sustainable with 14 EHCP pupils?</p> <p>All agreed to use the proforma and the methods employed by Shelley first as a starting point. The general approach was:<br/>         Look at cover/care of book<br/>         Look to see if targets evident/used<br/>         Contrast first and latest work...progress?<br/>         General look at learning journey<br/>         Is marking impactful?<br/>         Compare work on the same day...accessible to all learners? Is there challenge? Is there differentiation?<br/>         No ceiling on learning?</p> <p>All parties agreed +/-development for specific year groups. It was agreed that SLT would feed back to their teams (following an agreement with Marcus to ensure parity/fairness). A general feedback sheet will be drafted by the NLE for the SLT to use to forward plan. (see sheet)</p> <p>The NLE/SLE fed back to the HT and agreed a plan of action.</p> |  |
| <p><b>Actions :</b><br/>         Generic feedback agreed<br/>         Individual feedback agreed<br/>         Forward planning agreed</p>   |  |
| <p><b>Impact of actions:</b></p> <ul style="list-style-type: none"> <li>✓ Book scrutiny modelled with SLT</li> <li>✓ SLT aware of need for impacting upon phases/across school</li> <li>✓ Action plan will be fit for purpose</li> </ul>  |  |
| <p><b>Future action:</b><br/>         Joint general feedback to be emailed<br/>         Phase leaders will feed back to their teams<br/>         NLE to email HT re dates for staff meeting/visits</p>  |  |
| <p><b>Date and time of next visits: TBC</b></p>   |  |

### Note of Visit

|                        |                    |                       |              |
|------------------------|--------------------|-----------------------|--------------|
| <b>Support School:</b> | Shelley First/WYTA | <b>Supported by:</b>  | Deb Knowles  |
| <b>Client School:</b>  | Howard park        | <b>Headteacher:</b>   | Marcus Newby |
| <b>Date of Visit:</b>  | 8/6/16             | <b>Time of Visit:</b> | 12.30-4.00pm |

|   |  |
|---|--|
| <b>Persons seen:</b>  | <b>Persons not seen due to illness/lack of release</b> |
| HT, Bibi Laher (SIP)  |  |
| <b>Agreed agenda items: Joint observations of learning – writing focus in YN/R, Y1, Y3/5 and 5/6 as a baselining activity to support action planning.</b>   |  |
| <p><b>Summary of visit.</b><br/>         It was agreed that informal notes would be taken and comparisons made following feedback from all three observers. This was useful in terms of clarifying expectations and ensuring parity of judgements.<br/>         Y3: Behaviour and attitude to learning was a strength. Areas to develop included: planning a learning sequence that is meaningful and accessible, ensuring that all adults effectively support learning, use of AfL, pace and progression within a lesson.<br/>         Y4: Behaviour was good (there were only 12 pupils). The children had great ideas that they shared verbally but they really needed to WRITE. Not all pupils were engaged and the teacher's approach seemed to be to focus on 1 child at a time. There was a lack of learning and progression.<br/>         Y1: Behaviour was a strength and activities were skills based. However, the learning was not linked to real experience and appeared abstract. The teacher-led writing task did not facilitate progress. ETAs supported learning well.<br/>         F1/2: Pupils were able to sustain learning and high levels of focus were observed. Outdoor learning supported skills development well. YR pupils demonstrated very good levels of writing progress because the task was meaningful and well scaffolded. An area of development would be to increase the numbers of YR working in a group (Y1 readiness) and to support pupils in sustaining written work when an adult is not directly there.<br/>         Y5/6: very good progress was seen because the teacher had carefully planned the learning journey so that it developed skills and then facilitated application. This teacher uses AfL effectively and pace was a real strength.<br/>         Y6: Writing was of a very high standard and pupils took pride in their work. Many children wrote extensively and with good use of punctuation. Area of development were: use books rather than whiteboards, ensure that all pupils are focused when a teaching point is made and provide self-checkers so that pupils become more independent learners.<br/>         General areas to build into the action plan:<br/>         Planning a meaningful learning journey<br/>         Scaffolding learning effectively<br/>         Use of AfL<br/>         Maximizing learning so that pace is strong<br/>         Ensuring all adults support learning effectively<br/>         Ensuring readiness for the next phase of learning<br/>         Developing independence in learning</p> |  |
| <p><b>Actions :</b><br/>         Feedback agreed<br/>         HT will feedback to staff</p>   |  |
| <p><b>Impact of actions:</b></p> <ul style="list-style-type: none"> <li>✓ HT has a secure baseline of standards</li> </ul>  |  |
| <p><b>Future action:</b><br/>         NLE and SLE to undertake writing book scrutiny with SLT<br/>         Joint general feedback will be agreed and Phase Leaders will feed back to their teams</p>  |  |
| <p><b>Date and time of next visits: 14/6/16 from 9.30am</b></p>   |  |

## General Feedback from book scrutiny 14/6/16

- ✓ There are opportunities for extended writing and this is an area of improvement
- ✓ In the best examples, there was a rich writing experience with a clear evidence trail of the whole writing process
- ✓ Handwriting is acceptable – this is an area of improvement
- ✓ Marking is celebratory
- ✓ In the best examples, there was evidence of teacher/self and peer assessment
- ✓ In some cases, pupils are responding to marking/feedback
- ✓ Success criteria is being used (but see development areas), In some cases, this is accessible at different levels, without placing a ceiling on progress/attainment
- ✓ There is strong application of writing skills across the curriculum
- ✓ In the best examples, marking links to LO/Success Criteria

### Could be better if...?

- Marking was consistent across the school – how do we achieve this?
- Time is allocated to responding to marking
- Expectations of presentation were explicit, e.g. use of pen, underlining etc
- The learning journey was consistently seen as a continuum rather than disjointed
- The learning journey was always rooted upon experience and/or scaffolded
- Marking/feedback was specific and moved pupils forward
- Adults intervened and fed back DURING learning rather than afterwards
- How spelling is marked was agreed upon
- If every adult always marked as a teacher of English, regardless of subject. Don't leave incorrect basic spellings such as the date, HFW etc
- If targets and the marking codes were explicit in books

### Next steps

- 🌈 SLT to agree key priorities and address above. Does the marking/feedback policy meet needs?
- 🌈 SLT to feed back to individuals and plan to monitor relevant aspects within monitoring time
- 🌈 SLT to feed back general points and discussed openly linked to school improvement planning for 16/17
- 🌈 NLE to agree dates for key staff to visit SFS
- 🌈 NLE to agree staff meeting dates re planning the learning journey with SLE
- 🌈 NLE to agree date with HT to share leadership documents pertinent to roust monitoring and evaluation procedures/PM

It was pleasure to work with SLT and to see the lovely work going on in school, thank you.



## Marking & Feedback General Hints ...what are your do's & don'ts?

- ✓ Do identify next steps. The audience might be the child, other adults, parents or inspectors.
- ✓ Do ensure that there is evidence that next steps have been acted upon; e.g. there's no point in identifying the correct use of full stops as a next step if it's still a next step the following term. Address next steps quickly.
- ✓ Do ensure children correct maths work when mistakes are made. This should be clear in the book and does show learning.
- ✓ Do ensure all written feedback is precise and focused, not general and 'flabby'. (This doesn't mean every bit of work needs written feedback – in fact better to do much less – but with an impact on progress) .

Taken together all the 'do's' are about impact. In other words – make sure feedback = **impact**. Think of it like a repeated circular process: **Feedback – practice – progress**.

### Now for the don'ts:

- Don't leave work unmarked (obvious really)
- Don't write anything unless it leads to progress (impact again)
- Don't make marking such a burden that it impacts negatively upon staff/children

### Two more things to consider:

A: In maths avoid pages of repeated sums. It shows the child has 'got it', but also shows that they're not being moved on. A golden rule might be – 'If they can do it – move them on'. This doesn't mean we shouldn't practice or consolidate. It's just about recognising that when a child can do something, they need a new challenge.

B: What do the books / files / or however pupils record their work, tell you about their attitude to learning? It's worth asking this question: does it look as if the children take pride in their work?

## Feedback

Helpful feedback is:

**Descriptive** rather than judgemental. If you just give your opinions without backing them with facts, people may argue with you. Straight factual reporting often makes the most acceptable feedback. Don't forget that your tone of voice and body language can also imply judgements.

**Specific** as opposed to vague. Giving examples and details will help the person recognise what you are referring to.

**Useable** so that the person can focus on what they can change. Pointing out things nothing can be done about is a recipe for frustration.

**Timely** so that the feedback is heard when it is fresh in the person's memory. Share it as soon after the event as practicable.

**Constructive** feedback starts with what went well and why. It's easy to focus on problems and mistakes. Begin with the successes and move on to areas for improvement next time.

**Acceptable** feedback creates a climate conducive to learning. Badly handled feedback will only make the person feel resentful and hurt, and the opportunity to learn will be lost. A danger signal that your feedback is being rejected is if they start to argue and justify what they did.

## Machines, systems and data

- Unlike people, machines and systems and data have no emotions and will not react to criticism. They have expected levels of performance and accuracy and if these are not met we deal with it by analysing what is wrong and putting it right.
- Appropriate ways of dealing with machines, systems and figures are not so suitable when handling people. We should not expect that telling someone exactly what is wrong with them should lead to immediate improvements in performance. This thinking dates back to the Industrial Revolution, where labour was cheap and if the workforce failed to match the speed of the new machines they were replaced by those that could.
- Please spend some time in quiet thought and consider the following questions. How do you feel when you receive negative feedback? How do you feel when you receive positive feedback? What type of feedback have you had most in your life?

A: Is my marking and feedback acted on quickly? Where is the evidence?

B: Does my feedback = impact; are next steps addressed? Am I going for quality over quantity?

C: Are pupils moving forward with new skills and knowledge, or are they repeating existing skills and knowledge (its all about judgement and balance

D: Do my pupils take pride in their work? how can I tell? How does this show itself?