

REAL PROJECTS



R

rigorous

E

engaging

A

authentic

L

learning



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Children at Pensans are confident writers who can create pieces of work around a multitude of purposes. They write with understanding, knowledge and depth.



ESSENTIAL
QUESTION

How can we ensure all pupils at Pensans have the learning and teaching opportunities to thrive as writers?

Reviewed on: March 2019
Next Review Date: March 2021

Context of Pensans

We are a larger than average primary school in an area of multiple deprivation where % of FSM is more than double the national average and mobility is high compared to national figures. 84% of our children are between 0-30% most deprivates of the country with nearly half the of children in 0-10%.

Aspiration and vision

Children at Pensans are often surrounded with low expectations out of the school context that makes it hard to set challenging and inspirational goals for themselves. It is important to make sure each child is encouraged to do their best and believe in their own abilities, which will lead to changing their futures. Our curriculum aims to provide a broad view which encompasses local and world contexts. This is supported by challenging learning steps.

Using our local community

During the projects we use experts to support the children's learning who become part of the critique process. This is a fantastic opportunity to share skills from people who are doing the jobs in the real world. For example we have worked with our local MP, carpenters, radio presenters, restaurant owners and firemen. The children get a huge amount of motivation from meeting and working with specialists and benefit from discussing their work and how to improve their own outcome. We have been delighted with how keen and supportive our community has been and the links we have made.

Planning and delivery

Our curriculum is planned around REAL projects. This is an inspiring and relevant way of delivering the national curriculum statements. Each project has a real world outcome which provides reason and purpose for beautiful work and a 'want to know'.

The
expert in
anything
was
once a
beginner.

How does our curriculum
address the needs of our
pupils?

Teaching and learning

Our curriculum delivery means we can teach according the interests and needs of our pupils. In order to maintain high levels of interest and engaged learners, and therefore promote progress, we ensure we talk to children, get feedback and teach what is relevant for each cohort.

Each project is monitored by leaders to make sure all the learning milestones for each subject are being met, they are challenging and inspire the children to reach their potential. Teaching is planned around practical opportunities for the children as well as using clear targets for the children to know their next steps and move on.

Meeting additional need

We place the learner at the centre of all our activities, continuously reflecting on how effectively our actions are impacting on the outcomes of each individual. We provide with the necessary tools and environments to enable them to be flexible, choosing how, where and with whom they work.

Through all this we ensure the learners are engaged in collaborative, self-directed learning with teachers acting a facilitators.

Skills and content

Each project provides our children with opportunities to acquire specific skills for learning as well as subject related statements for knowledge. The two are interwoven within each project, a focus on the 'how' as well as the 'what' but most importantly given a context for 'why'.

Children learn the skills they will need to thrive in a variety of situations, work together, share skills and knowledge but also understand the need to be independent.

Impact

Children at Pensans are enthused learners who can discuss their projects confidently and are aware of what they are learning and why. They have had the world opened up to them and their horizons have been pushed wider and further.

Children are active learners who want to know more and are aware of their next steps of learning. Critique pushes the standards of writing and shows that children are embedding their skills that extend to include writing techniques and specific subject knowledge.

They are collaborative learners able to lead parents meetings and discuss their learning in learning conferences held each week.

This is having a direct impact on the standards throughout the school and their thirst for learning.

Across school consistency:

We want children to leave Year 6 at, or above, the expected national level. To ensure the standards of teaching are consistent throughout all year groups Literacy leads and members of SLT do regular learning walks. All staff meet termly to take part in book reviews where standards of assessments are discussed and agreed and the range of writing throughout the school is monitored. Project plans are tuned by the project leads and challenged to ensure writing opportunities provide the right balance of challenge and support. Pupil conferences also take place to get the views and opinions of the children about their progress, engagement and suggestions about writing.

Training and development:

All teachers receive regular in house training that keeps the quality and challenge when teaching the subject knowledge at the forefront of their planning and delivery. The training reflects whole school focus areas, for example high level questioning and in lesson assessment opportunities. This is also provided for all support staff.

Staff also have the opportunity to see teaching in different settings in the wider community. Visiting outstanding schools, sharing practise brings new ideas that compliment and enhance our own curriculum.

Experts also provide high level input into staff knowledge and continued development. This is often with other schools and provides high level professional discussion. It also keeps the school in touch with recent research and pedagogical changes that benefit our pupils and provide an up to date approach to teaching writing throughout the school.

READING IS LIKE
BREATHING IN, WRITING
IS LIKE BREATHING OUT

PAM ALLYN
PICTURE QUOTES .com

How is writing taught at Pensans?

How do practitioners have consistently high expectations, have a secure subject knowledge and why are pupils engaged?

Teaching for real life and future learning.

Through REAL projects our children experience writing for real life purposes and authentic audiences. The outcomes of the projects provide links with the local community and opportunities for the children to showcase their work to extended audiences outside of their parents.

This means pupils are engaged and motivated in the learning from the launch to the outcome, as they have a real reason to produce beautiful work that reflects their learning. The projects can be based on current trends in scientific research or wider reaching questions that delve into issues of morality and justice. This provides children with opportunities to experience learning outside the walls of the school.

This equips them for the future, making them community minded whilst acquiring specific skills and knowledge.

EYFS:

Writing begins at 2yrs in the foundation Stage through gross motor skill. These skills are developed by allowing children opportunities for messy play, mark making, dancing and moving and exploring large equipment. Writing continues to develop through the Nursery through fine motor activities such as threading, pegs and boards, manipulating small objects and mark making with crayons and pens - using a developing hand grip. In reception children are taught how to hold the pencil using a tripod grip and encouraged to make shapes and marks that represent sounds.

Planning Yr1 - Yr6:

Writing opportunities and specific curriculum statements to be covered are planned as part of the REAL projects.

Planning days allow Phase teams to make sure they are cohesive, meaningful and provide amazing opportunities for children to inspire their writing. There are three mini outcomes in each project which lead to the final outcome. Around each of these are linked activities covering the other subjects. This creates a cohesive project that puts writing at the heart. These plans are then project tuned by the project leads to ensure correct curriculum coverage and then up levelled, if required, by the teams. Each phase is responsible for teaching SPaG objectives as part of the mini outcome to make sure children have the opportunity to practise the skills they are being taught. Slideshows provide the lesson on lesson progression, examples of inspiring texts and challenging activities that take children through the knowledge and skills that is required.

Critique process:

Throughout the school children are taught the language related to peer, group and independent assessment. They study excellent examples of writing and collaboratively create rubrics, which become the blueprint for writing. Through multiple drafts, they continually assess where they are, understand what they need to learn more about and edit work until it becomes a 'beautiful piece'. Rubrics become the way children move their learning forward and teachers provide activities that are matched to individual children needs.

They show clearly how children progress through the writing episode and colour coding is used to show where they have achieved a particular learning goal. Children can talk confidently about how these support their individual writing achievements and what their own specific target is.

National assessments:

National assessments take place at the end of Key Stage One and Key Stage Two.

Writing is teacher assessed in both Key Stages.

Key Stage One Grammar, Punctuation and Spelling (Optional):

Paper 1 Spelling

Paper 2 Questions

Reading:

Paper 1 - combined answer and text

Paper 2 - separate answer sheet and texts

Phonics screening test

Key Stage One maths:

Paper 1 Arithmetic

Paper 2 Reasoning

Key Stage Two Grammar, Punctuation and Spelling:

Paper 1 Questions

Paper 2 Spelling

English Reading

Maths paper 1 - Arithmetic

Paper 2 - reasoning

Paper 2 - reasoning

EYFS:

By the end of EYFS children are expected to:

- use their phonic knowledge to write words in a way which match their spoken sounds
- write some irregular common words
- write simple sentences which can be read by themselves and others
- some words are spelt correctly and others are phonetically plausible

Throughout EYFS writing is taught both directly and discreetly through adult led and child led activities.

All writing is linked to the REAL project and the children's interests and is available in a variety of ways e.g. in the writing corner, construction area, lists/model labels/instructions/chalkboards and sand.

How does writing develop across the school?

How do practitioners have consistently high expectations, have a secure subject knowledge and why are pupils engaged?

Phase 1: Year One and Two

During Phase One children continue to develop their writing skills, adding more grammatical rules, phonic recognition and sentence structures. Children will be broadening their experience of different genres and innovate different styles of writing.

By the end of Key Stage One all children who have met the expected standard will be expected to:

- Write using the grammar from the Year 2 English Appendix 2
- Write sentence with different forms (statement, question, exclamation, command) and in different tenses securely.
- Use subordination and co-ordination in sentences.
- Use expanded noun phrases
- Use familiar and new punctuation accurately (including full stops, capital letters, exclamation marks, commas for lists and apostrophes for the contracted form and the possessive)
- write simple coherent narratives about personal experiences and those of others
- Write about real events, recording these simply and clearly
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another
- Apply spelling rules as listed in English Appendix 1

Phase 2: Year Three and Four

Children build on the greater grammatical and structural knowledge acquired in Key Stage One in order to develop their writing style. They become more involved in the analysis and critique of their own and others writing to set targets.

By the end of Year 4 all children who have met the expected standard will be expected to:

- Use further prefixes and suffixes, homophones and words that are often misspelt
- Plan their writing by discussing examples in order to understand and learn from its structure, vocabulary and grammar
- Use simple organisational devices such as headings and sub-headings in non fiction and groups paragraphs around a theme.
- In narratives create settings, characters and plot
- Evaluate and edit by assessing their own and others writing - suggesting improvements.
- Extend the range of multi-clause sentences with a variety of conjunctions, fronted adverbials with commas, conjunctions, adverbs and prepositions to express time and cause

Phase 3: Year Five and Six

Children use their increased knowledge of genres and literary conventions to broaden the scope of their writing and show mastery in different types.

By the end of Year 6 children who make met the expected standard will be expected to:

- maintain legibility in joined handwriting when writing at speed
- In narratives, describe settings, characters and atmosphere
- Use a wide range of devices to build cohesion within and across paragraphs
- integrate dialogue in narratives to convey character and advance the action
- select vocal and grammatical structures that reflect what the writing requires/
- Use expanded noun phrases, modal verbs and adverbs effectively as well as passive and perfect forms of verbs
- Use a wider range of punctuation including brackets, dashes or commas to indicate parenthesis, hyphens and colons
- Use relative clauses beginning with who, which, when, whose, that or with an implied relative pronoun
- spell correctly most words from Yr5/6 spelling list
- Evaluate and edit their own and others writing

Intervention and targeted support:

Every 6 weeks we use our school assessment system, Scholar Pack, to enter data about each child's progress.

From this, data leads from each phase identify target groups that are off track. Each child's data is looked at in terms of progress and attainment. Gaps are identified and intervention planned that aims to make accelerated progress for these individual children.

This is then fed back to teachers at pupil progress meetings and discussions held to make sure that any contextual information is shared and each class teacher has detailed knowledge of their children. It also means that intervention is flexible and if it is not having an effect this is immediately identified and changes made as necessary.

Support is also provided within lessons by trained support staff who have the knowledge about children that are off track and the practical methods by which to move the child's learning forward.

Weekly meetings with TA's and 6 weekly meetings with intervention staff means there is a chance to feed back knowledge and information to guide further support.

SDP Whole school picture/data:

Each phase is aware of the focus areas that relate to them in the SDP and which groups are targeted in each year group.

There are whole school themes that are monitored by core subject leaders.

The data is collated and analysed with specific issues brought to the attention of teachers in each phase

. This data is then used to inform our next steps as a school and we monitor these through SLT meetings, Phase learning walks and book reviews. This is a positive process and we look at what we are doing well as our points for development.

THE FUTURE
OF THE WORLD IS IN
MY CLASSROOM
TODAY.

IVAN WELTON FITZWATER

How do we know what impact our teaching has on writing standards?

How do we use assessment information to plan, identify individuals, know what they know and ensure they make progress?

Early Years assessment systems.

IN EYFS practitioners are continually assessing the children to identify next steps in learning. Assessments are made through observations and adult led sessions using a variety of questions, prompts for explanations and critique strategies. Next steps in writing are identified and communicated to the child individually using stamps. Every half term Nursery and Reception carry out a writing assessment and Reception have a half termly phonics test.

Self assessments:

The children assess their own work at every stage of the writing process and set their own targets for development. Teachers assess their writing using the rubrics but also against the national curriculum statements at the back of every child's book.

Children have regular pupil conferences with their teacher which may highlight a barrier to their learning but also highlight work they are proud of and discussion about their personal progress.

The language of peer critique and self evaluation is used confidently by children who are aware of the expected level of attainment as well as how to make that progress. These learning conversations are an important part of this process and we have seen a huge impact on the ability the children have to talk about their learning. This in turn ensures they are part of leading their own progress, identifying next steps from clear learning intentions and also using the virtues to highlight the qualities they need to be successful. Children have also begun to take learning meetings for their parents - sharing their books and discussing progress and next steps. Through observing these we are able to get a fantastic picture of the children's knowledge and how deeply they understand what they have been taught.

Assessment systems and structures Yr1 - 6:

There are a variety of ways we assess the attainment and progress of the children. Every six weeks the children do a formal assessment of SPaG, reading and maths.

The school assessment lead has an overview of all school data as well as the literacy lead. They track specific groups through the school to make sure children are on track and any issues are challenged and supported. This leads to a cohesive system that provides information about each pupil and group. This ensures we have a whole school understanding to make effective decision based on professional conversations.

We also use the critique process to make sure we are aware of each child's next steps within the progression of writing skills. Using probing and challenging questions throughout the projects leads to an in-depth knowledge of the children's understanding of what has been taught.

Pupil views:

"I really enjoy the independent writing books. I like to write my own stories as I love reading" Casey, Yr 6

"I use the rubric to help me know what I need to improve. I can then focus on the missing bits." Ashely Yr 5

"I sometimes find writing tricky but know I have lots of things to help me." Gabs Yr 2

Teacher views:

"I believe secure teacher assessment of writing and immediate intervention has the most impact on achievement." Phase 1

"Literacy works well due to teaching SPaG objectives through the writing. Up-levelling is focused and individual." Phase 3

"Writing is taught well at Pensans because of the way we give it a real purpose. We have high expectations and use exemplars as models for the children." Phase 2

"In phonics teaching we use a systematic approach so all staff know how and what to do. This is taught well and children learn rapidly." EYFS



What are the views of others?

Who do we engage with parents/ carers and the local community?

Governor views:

Parent Views:

91% of parents felt their children were motivated by REAL projects.

75% of parents felt the children were motivated and inspired by the classrooms.

(From final outcomes)

"Wow, amazing display of work. So much effort and hard work has been put into each and every piece"

"Well done children. I am absolutely amazed by all the beautiful art work and writing. You are all extremely talented, clever and hard working.

What a lovely day out for me"

"What a beautiful display, the imagination of the children is beyond belief - it is a credit to the school.

Community views:

"What a fantastic event. We were so pleased to work with you and the children. It was amazing to see how confident they were talking in front of the panel" Janet Ross The Workbox Pz, Dragons Den

"It's inspiring, the enthusiasm of the children. This is grassroots reaction and it's fantastic that the children have really latched onto it" Penzance Mayor Derek Cliffe, Plastic Free conference

Date of Policy: Jan 2019 To be reviewed: Jan 2021

Headteacher:

Chair of Governors:

