



## Lochside Primary School School Improvement Plan 2023-2024 Writing



**Situation:** Attainment in reading, writing, and listening and talking is good, however there is an identified gap in attainment between reading and writing across the school. Through moderation activities staff have identified the school would benefit from a consistent pedagogy throughout the school to ensure progression towards national benchmarks in writing and ensure challenge for a few learners. The school currently uses progression pathways and staff have identified the use of writing rubrics as a next step to equip learners to be assessment capable.

**Aim:** All teaching staff will have a shared understanding of Explicitly Teaching Writing through professional learning and moderation activities.

Learners are involved and evaluate evidence of progress and achievement in writing.

Parents and carers have a shared understanding of the language of learning in writing.

Angus Improvement Plan: TBC

INPUTS	ACTIVITIES ✓	OUTPUTS / OUTCOMES		
What we invest	What we do	3 months Aug - Oct	6 months Nov - Jan	9 months May
<ul style="list-style-type: none"> <li>○ Head Teacher</li> <li>○ Senior Leadership Team</li> <li>○ ASN Teaching Staff</li> <li>○ Teaching Staff</li> <li>○ School and Pupil Support Assistants</li> <li>○ Pupils</li> <li>○ Parents and Carers</li> <li>○ Montrose Cluster Schools</li> <li>○ Angus Virtual Schools Moderation Group</li> <li>○ Data</li> <li>○ Pupil Equity Funding</li> <li>○ CLPL: Explicitly Teaching Writing CLPL</li> <li>○ Professional Reading:</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff have engaged in whole school and departmental moderation.</li> <li>○ Staff give feedback on their experiences of writing moderation, what worked well and next steps.</li> <li>○ Staff, children and parents/carers are developing a shared language of progress in writing using Lochside Learning Pathways and developmental</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff have a shared understanding of the moderation cycle and apply this to moderating writing within the school.</li> <li>○ Staff, children, and parents/carers will develop a shared language of progress in writing using Lochside Learning Pathways and developmental milestones (LI/WALT &amp; SC/WILF)</li> </ul>	<ul style="list-style-type: none"> <li>○ A range of formal moderation practices across planning, teaching and assessment take place.</li> <li>Further develop collective efficacy through collaboration:                             <ul style="list-style-type: none"> <li>○ Teaching Writing Curriculum group to continue to evaluate Lochside Pathway - Information Report and Explanation Texts types</li> <li>○ Teaching Writing Curriculum group to continue to create</li> </ul> </li> </ul>	<p>By June 2023:</p> <ul style="list-style-type: none"> <li>○ All Teachers will have a shared understanding of moderation structures in and beyond Lochside.</li> <li>○ All Teachers will skilfully use moderation to assess and plan for improved outcomes for all learners in writing.</li> <li>○ All staff have developed a shared pedagogy of teaching and</li> </ul>

<p>Outstanding Formative Assessment</p> <ul style="list-style-type: none"> <li>○ Angus Schools shared Learning Pathways</li> <li>○ Time – WTA, School Quality Assurance Calendar</li> </ul>	<p>milestones through reporting processes.</p> <ul style="list-style-type: none"> <li>○ Staff, children and parents understand progress and have a shared language of learning in writing which is communicated through reporting via Seesaw, Learning Conversations, Sharing the Learning events, ASN review meetings and IEPs annual reports and school communications.</li> <li>○ Teaching staff have shared CLPL experiences writing using Explicitly Teaching Writing</li> <li>○ Teachers to use assessment information to plan next steps in writing with children.</li> <li>○ Teachers use INCAS, SNSA and classroom assessments to plan next steps.</li> <li>○ Teachers use data to support and moderate aspects</li> </ul>	<ul style="list-style-type: none"> <li>○ Learners understand what they are learning and why across all areas of writing. Learners can identify purpose and indented audience for their writing.</li> <li>○ Learners are involved in planning what they learn, how they learn and how they demonstrate their knowledge, skills and abilities in IDL explicitly linking this to writing.</li> <li>○ Assessments (INCAs, SNSAs, reading, spelling, numeracy) are made &amp;/or analysed to address gaps in learning.</li> <li>○ Feedback is sought and acted on by SLT on how to improve analysis and use of data to inform planning for progress.</li> <li>○ Teaching Writing Curriculum group to begin to evaluate current Lochside</li> </ul>	<p>writing rubrics Information Report and Explanation text types.</p> <ul style="list-style-type: none"> <li>○ Assessments are made and analysed to address gaps in learning in writing. Assessment sample of 9 used to plan for learning and assess progress.</li> <li>○ Use Explicitly Teaching Writing Text Type success criteria</li> <li>○ Continue to use Lochside Learning Pathways and CfE Benchmarks for pre-assessment COLD tasks and summative assessments HOT tasks and IDL holistic assessments, feedback and next steps and progress in learning in writing.</li> <li>⊖ Learners receive and act on feedback related to success criteria and identified next steps using writing rubrics using ETW success criteria.</li> </ul>	<p>learning in writing text types:</p> <ul style="list-style-type: none"> <li>○ Description</li> <li>○ Report</li> <li>○ Explanation</li> <li>○ Exposition</li> <li>○ Narrative</li> <li>○ All children will consistently use and give oral/written accurate feedback across all areas of the curriculum becoming assessment capable learners using writing rubrics.</li> <li>○ All staff will have further developed collective efficacy to drive improvements in moderation as part of the culture of the school.</li> <li>○ All staff will continue to improve their ability to embed feedback to drive pupil engagement and achievement across all areas of the curriculum.</li> <li>○ Teachers share impact of professional enquiry</li> </ul>
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	<p>planning, learning and assessment in writing using pathways and National Benchmarks</p> <ul style="list-style-type: none"> <li>○ ASN staff to plan for progress and interventions to address gaps in writing attainment in P4, P5 &amp; P6.</li> <li>○ Teaching staff complete ASN Bids for support</li> <li>○ ASN Teaching staff and Class Teachers to identify individual pupils for targeted support using Precision Teaching</li> <li>○ SPSAs provide feedback to Teachers on pupils' progress against targets and next steps.</li> <li>○ Feedback from parents/carers and partners is used for improvement.</li> <li>○ IDL Curriculum Review to identify writing focus as part of context plans and holistic assessments.</li> </ul>	<p>Pathway – Tools for writing &amp; Description Texts</p> <ul style="list-style-type: none"> <li>○ Teaching Writing Curriculum group to create writing rubrics Tools for writing &amp; Description Texts</li> <li>○ to support learners become assessment capable.</li> <li>○ Teachers use Lochside Learning Pathways and CfE Benchmarks for pre-assessment COLD tasks and summative assessments HOT tasks and IDL holistic assessments, tasks, feedback and next steps and progress in learning in writing.</li> <li>○ Staff, children and parents understand progress and have a shared language of learning in Description Texts which is communicated through reporting via Seesaw, Learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Learners are involved in planning what they learn, how they learn and how they demonstrate their knowledge, skills and abilities in IDL explicitly linking this to writing.</li> <li>○ Pedagogy in Explicitly Teaching Writing is further developing, and staff have a shared understanding of progress through a level against Benchmarks evaluated with colleagues in writing.</li> <li>○ Teachers use professional enquiry to critically examine how teaching impacts on learners using evidence collaboratively to inform teacher judgement and next steps for learners (2.1.2) Lesson study Cycle 2/3 or own</li> </ul>	<p>to critically examine how teaching impacts on learners' progress in writing Lesson study Cycle 3/3 or own practitioner enquiry.</p> <ul style="list-style-type: none"> <li>○ Teachers will have developed core pedagogical approach in writing, and this will be consistently applied.</li> <li>○ SLT will seek and act on Teacher's feedback to approaches in moderation.</li> </ul> <p>Learners:</p> <ul style="list-style-type: none"> <li>○ Will be on track to make good progress in writing.</li> <li>○ Will have greater ability to use self, peer and teacher feedback using writing rubrics to further develop skills as assessment capable learners using moderated Lochside Learning Pathways</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Assessment feeds into long and medium-term plans. There is a shared understanding of Es &amp; O's and National Benchmarks used in Lochside Progression Pathways in writing.</li> <li>○ QAMSO network</li> <li>○ Cluster schools</li> <li>○ Angus schools</li> </ul>	<p>Conversations, Sharing the Learning events, ASN review meetings and IEPs.</p> <ul style="list-style-type: none"> <li>○ Learners receive and act on feedback related to success criteria and identified next steps.</li> <li>○ Staff seek feedback from children to create next steps for planning for learning.</li> <li>○ SLT seek and act on feedback from Teachers, SPSAs on CLPL, moderation and school systems.</li> <li>○ Feedback from parents/carers and partners is used for improvement.</li> <li>○ Teachers use professional enquiry to critically examine how teaching impacts on learners using evidence collaboratively to inform teacher judgement and next steps for learners (2.1.2) Lesson study Cycle 1/3 or own</li> </ul>	<p>practitioner enquiry</p> <ul style="list-style-type: none"> <li>○ Family Learning opportunities are developed in partnership with parents/carers to support skills development at home and a shared language of learning in writing.</li> <li>○ Cluster / comparator school moderation</li> <li>○ ASN Teaching staff use the 5 roles of an ASN Teacher to support Class Teachers to evaluate planning for progress, effective use of differentiated materials, IEPs and effective use of interventions (inc. precision teaching and colourful Semantics)</li> <li>○ Evidence of progress and achievement is gathered by staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>○ Learners' interests are considered at the planning stage, they contribute to the planning process about what and how they learn and understand the purpose and intended audience when writing.</li> <li>○ Learners are involved in gathering evidence (appropriate to age and stage) and are aware of their progress and what they need to do for continued progress and achievement.</li> </ul> <p>Families:</p> <ul style="list-style-type: none"> <li>○ Will have the opportunity to improve their skills to support their children develop their ability to use feedback using a shared language of learning with a developing understanding of skills and knowledge</li> </ul>
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		<p>practitioner enquiry</p> <ul style="list-style-type: none"> <li>○ All teaching staff have shared CLPL experiences Explicitly Teaching Writing and of moderation in writing using Lochside progression pathways and National Benchmarks</li> <li>○ All teaching staff have shared CLPL experiences of High Quality Daily Teaching '5 a day approach' looking at metacognition and self-regulation * click <a href="#">link</a> EEF Research (impact +7 months)</li> <li>○ Teachers to use assessment data including INCAS, SNSA and cold &amp; hot tasks to identify gaps in knowledge and skills and identify next steps.</li> <li>○ Teaching staff will complete ASN Bids for support in writing.</li> <li>○ ASN Teaching staff use the 5 roles of an ASN Teacher to</li> </ul>		<p>to support learning at home in writing.</p> <ul style="list-style-type: none"> <li>○ Evidence of learning linked to learning intentions and success criteria is shared regularly via Seesaw, IEPs, Learning Conversations and Annual Reports. Learners have identified and acted on next steps.</li> </ul> <p>Evidence: A wide range of evidence is gathered over time demonstrating breadth, challenge, and application over a range of contexts. IDL learning uses holistic assessments, which have a writing element where appropriate. Teachers, pupils, and families understand the purpose of this to demonstrate progress, achievement, and next steps.</p>
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		support Class Teachers with assessments, planning for progress, differentiated materials (inc. Colourful Semantics), IEPs and effective use of interventions (Precision Teaching) to ensure progress in writing.		
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