

<b>Name</b> Clare Stubbs	<b>Date</b> 17 November 2016
<b>Focus of visit</b> Gain overview of how Talk 4 Writing is impacting on pupils; look at data relating to pupil progress and attainment in writing in KS2	<b>Classes/staff visited</b> Debbie Pickering, Literacy Co-ordinator (Writing); Year 4, Reception
<b>Summary of activities</b> I visited Year 4 (DP's class) and spent time speaking to pupils about their independent writing activities (Talk 4 Writing). I spoke to every ability group and also asked about AR. Spoke to DP about implementation and impact of Talk 4 Writing and looked at data with her help. Brief visit to Reception. Read through literacy file (writing); met with staff during break.	
<b>What have I learned as a result of my visit?</b> <ul style="list-style-type: none"> <li>• Talk 4 Writing has had positive impact on pupils; leading to greater enjoyment and engagement as well as greater depth of analysis and understanding of how to structure written texts.</li> <li>• Structured writing scheme enables pupils to become more confident writers: cold task; text analysis, imitation, innovation, independent writing.</li> <li>• In final step, independent writing, children are able to choose their own topics to write about; these include the history of gymnastics, cars, planets, jewellery, Flamingo Land, the Sahara, the Roman Army, natural disasters and fireworks. Lower ability groups worked on guided/supported writing about the school.</li> <li>• Children enjoy writing and being able to choose their own topics.</li> <li>• Planning writing really helps them as well as talking about their writing with peers.</li> <li>• Pupils sit in 5 ability groups of 6 per table.</li> <li>• Within these groups there is a mix of EAL, Pupil Premium, SEN. For example: (1) 4:6 EAL, no PP (higher ability); (2) All EAL; 1PP; (3) 5/6 EAL; 5/6 PP; (4) 4/6 EAL; 3/6 PP; (5) 3/6 EAL; 2/6 PP; 3/6 SEN</li> <li>• Interventions are put in place as result of half-termly meetings with staff through analysis of data. (1) Extension writing group, focus on making writing exciting; developing vocab, improving sentence structure. 1x week (AT) (2) EAL issue here; focus on grammar accuracy, standard English and general sentence structure 1 x week (AT) (3) Focus on expressive language skills, developing vocab, improving sentence structure. 1 x week (AT) (4) Limited language, vocab and sentence structure, ongoing TA support using 'Developing Skills for Writing' programme 2 x week (KK) (5) As above</li> <li>• Half-termly writing moderation takes place, 3 examples per year group: high, middle and lower ability. Agree on evidence.</li> <li>• File very thorough relating to key requirements for National Curriculum; each term colour-coded eg this term is orange. Requirements highlighted for each pupil as target.</li> <li>• Moderation will take place amongst Catholic schools each term, each school to take examples of writing from range of abilities. KS2</li> <li>• Impact of interventions in year 4 seen in improvement of sentence structure; organisation, paragraphs.</li> <li>• Brief visit to Reception: very impressive start to term. Pupils making excellent progress in phonics/letter/word formation</li> </ul>	
<b>Positive comments about the visit</b> <ul style="list-style-type: none"> <li>• DP was very helpful and willing to provide me with time and information.</li> <li>• Children were very engaged and friendly; all willing and able to talk about their writing activities.</li> <li>• Excellent behaviour</li> </ul>	
<b>Aspects I would like clarified / questions that I have</b> <ul style="list-style-type: none"> <li>• I would have liked to have seen data relating to more year groups.</li> <li>• I queried why EAL data was not included on the pupil progress data tracking sheets.</li> <li>• What interventions have been the most effective?</li> <li>• What are the key issues relating to writing in each year group? Is there a common theme? eg PP/SEN?</li> </ul>	
<b>Ideas for future visits</b> <ul style="list-style-type: none"> <li>• To have general visit to all classes.</li> <li>• To observe interventions</li> <li>• Focus on data</li> </ul>	
<b>Any other comments</b> A very positive visit	
Clare Stubbs (Literacy Link Governor) 17 November 2016	