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| <b>Name</b> Clare Stubbs   | <b>Date</b> 2 February 2017  |
| <b>Focus of visit</b><br>To meet with Mrs Pickering to discuss progress of writing in KS2<br>SIP link: Key Issue 3 — Improve Attainment in Writing   | <b>Classes/staff visited</b><br>Mrs Pickering, Year 4 teacher and literacy coordinator.<br>Year 4 chosen as microcosm of the school. |
| <b>Summary of activities</b><br>We looked at data relating to progress of different ability groups within writing in year 4, with particular focus on pupil premium children. Discussion about improved monitoring.  |  |
| <b>What have I learned as a result of my visit?</b><br>Improved monitoring taking place to address issues of KS2 results 2016. Increased in-house moderation of writing now taking place every half term rather than every term. This has led to more careful scrutiny of data and has enabled staff to address any areas for concern more swiftly. External moderating takes place every term involving other catholic primary schools. Both in-house and external moderation has led to an increased level of confidence in making judgements and improved monitoring.<br><br>New in-house assessment sheets.<br><br>At start of autumn term it was felt that old assessment sheets were no longer relevant as they didn't match the end of KS2 model of assessment. New writing moderation sheets were introduced as direct consequence of 2016 results and the drive to improve; they are used by other catholic schools. This has led to external moderation meetings being more effective: so improved accuracy of judgements. The new sheets also have total numerical score so progress is more easily measured.<br><br>STATonline: new online monitoring system has proved invaluable for staff in highlighting gaps in learning, providing useful feedback. It enables staff to apply filters to monitor and target different groups; eg SEN, EAL, PP, boys, girls. STATonline provides easy to access information on progress, attainment, contextual data.<br><br>Talk 4 Writing still helping to develop the writing process leading to greater end results.<br><br>Interventions beginning to show impact: this can be seen in data on attainment from start of term and end of term with some pupils making 3 steps of progress within the term. BRP: Better Reading Partnership programme: 1:1 interventions. Develops comprehension skills, decoding skills. Use of students from University to deliver programme as well as teachers who are fully trained. This is ongoing targeted interventions programme. DP emphasised importance of reading to develop writing skills. |  |
| <b>Positive comments about the visit</b><br>Mrs Pickering was very informative and provided useful data relating to writing progress in her year. Helpful to know that I am able to contact her for further clarification when required.   |  |
| <b>Aspects I would like clarified / questions that I have</b><br>Did the old writing assessment sheets contribute in any way to the KS2 results last summer?<br>What is the progress of boys against girls?  |  |
| <b>Ideas for future visits</b><br>Continued monitoring of data; observation of interventions; Reception visit  |  |
| <b>Any other comments</b><br>Very useful to make regular visits to school to inform my understanding.  |  |
| <i>Clare Stubbs<br/>(Literacy Link Governor)<br/>2 February 2017</i>   |  |