

Holy Trinity CE Primary School
Governor Visit Report

Name of Governor	Andrea Williamson
Date of Visit	26 th May 2021
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	Implementation of The Write Stuff Framework for writing
Name of Staff	Stacey Harding and Anna Prince
Next Steps/follow up from previous monitoring	N/A

Key Area in SDP: Monitoring Findings from this visit

The school began implementation of a writing approach called "The Write Stuff" in October. The school recognised there is a gap between the percentage of pupils achieving the ARE (Age Related Expectation) for Writing in comparison to the high attainment in Reading and Maths. As identified in the SDP, the school wants to close the gap here by raising the percentage of pupils achieving ARE for Writing.

Mrs Griffith and Miss Harding watched a lesson based on TWS in a Maidenhead school a couple of years ago but did not feel it added anything to the approach already being used in school. During the first lockdown (March 2021), Miss Prince discovered that Jane Considine (founder of TWS) was running daily online tutorials. This was signposted to all teachers and Miss Harding and Miss Prince watched them. As a result of this and some online interaction with schools using TWS approach, a decision was made to begin to implement this gradually over the current school year. The teaching of writing framework it provides is split into: imitate; model and enable. It provides a formulaic approach to writing, with clear sequential steps for the pupils to follow in order to finish with a paragraph. The key differentiator is the visual learning icons that make up the three tiers of the 'Writing Rainbow': the ideas of writing, the tools of writing and the techniques of writing. There is also a continual focus on vocabulary, allowing the pupils to build their repertoire and, using the "Shade 'O' meter", to visually assess whether the vocabulary is appropriate with regards to its impact.

The teaching staff were offered the freely available online units for learning as well as access to a Facebook group to allow them to remotely share and learn with other teachers across the country (all GDPR and associated PSI information are adhered to as per the relevant school policies). Some years were able to start using this framework before remote learning was put in place again for the beginning of 2021, and some years were able to use the units over the remote learning period.

The teachers' assessment is that the structure has allowed for a minimal impact on the teaching of writing over remote learning and was with hindsight a good model to allow transition. However, it was recognised that writing will have, as with all subjects, suffered due to the mix of time and ability that pupils' carers had to be able to assist them with writing during the remote learning periods.

Now back into the classroom, visual aids were clear to see on the walls, with different sections demonstrating the various elements on which the framework is based. Next to these were various pieces of work recently completed, to provide inspiration to the children and examples, whilst also serving as another motivational tool for children to want to achieve their best. KS1 starts with the basics, with each year group developing in complexity – it makes for clear progression of their learning from one year to the next, building on already established foundations from prior years.

Actions used to identify findings

One hour face to face meeting, with discussion covering KS1 (Year 2) and KS2, with evidence produced for each of the years. A visit to the Year 4 Classroom as well as explanation of the tools included in The Write Stuff. A detailed discussion and a copy of each of the: Teacher, pupil and parent surveys initiated around the framework by Miss Harding and Miss Prince.

What outcomes have been identified as a result of my visit

Staff: survey sent out 2nd Feb 2021 detailed that all responders had used the 'Writing Rainbow' lenses bar one. Miss Harding confirmed there is a plan to help that individual with more education and an offer of learning through observing peers. Of the 7 who had used the framework, 4 were positive about the impact this has had on the children's learning; 3 responded it was too early at this stage for them to confirm. 5 felt there had been a positive impact on the teaching, with 2

feeling it was too early to tell yet. Comments picked up new learning techniques they had learned and much higher children engagement.

Parent survey: 21 responses with 81% of parents identifying "yes or very" positive impact on child's writing and that their writing skills had progressed through Sentence Stacker lessons. 71% responded "yes or very" in response to the level of their child's engagement during these lessons. Detailed feedback was overwhelmingly positive.

Pupil feedback: though the scores were positive, Year 4 were at 14% of children not enjoying the lessons vs other years. This was overwhelmingly down to having to write the work out again at the end to complete a full paragraph. However, the response on lessons helping to improve writing were 97% positive on a scale from "sometimes" to "yes, very much" in year 4.

I would like to note how impressed I was at how much monitoring and evaluation has been put into place as evidenced by these multiple surveys. It makes for comprehensive feedback but also several suggestions on areas on which to improve. There is clear thought as to the next steps to continue developing the framework.

Impact of this visit

Introduction and full understanding of the new framework, training for the staff, its implementation; its transferability from year to year and as skills develop; its assessment and future plans.

Identification of issues :

-Funding of £150 requested by Miss Harding and Miss Prince to Mrs Griffith for access to more learning units. This will provide the staff with more class-ready content to reduce time and stress and provide more options for staff still learning this new framework

-Plan for future staff training; in class help from confident teachers and iterating monitoring of pupil engagement and progress. This has been thus far been impacted by funding and staff shortages; however, it was clear that the pupils' engagement, learning, feedback and achievements continue to be front and centre of the Writing Development Plan put in place by Miss Harding and Miss Prince.

Aspects I would like clarified/Questions I have

ARE assessments are performed in Summer term. I would like to see and discuss the results in Writing in order to gauge how The Write Stuff is contributing to the stated aim of raising the bar for the Writing ARE. It should be noted that the anticipated results are likely to not be as positive as originally hoped due to the impact of remote learning. It would therefore perhaps be useful to put a mid-term checkpoint for 2021-2022 impact once the children have had a consistent experience of The Write Stuff at school.

To be shared with the school staff and school governing board.

Signed: *Sharon Wilson*

Signed: *Griffith*
(Governor)

(Headteacher/Staff member)