



Writing Curriculum Statement



Our whole school curriculum comprises of a broad and balanced educational experience making full use of opportunities for real-world learning. It creates awe and wonder, and the holistic nature of our practice promotes positive mental health and well-being, enhancing children's life skills, social skills and cultural awareness. Our golden thread of 'Believe – Achieve – Succeed' flow through all curriculum decisions and is at the heart of all learning at Eversholt Lower School.

Writing Curriculum Aims

Purpose: To develop children's capabilities and motivate them to write independently. To be able to write for pleasure and as a life skill, using a variety of genres.

Aims:

- To teach writing strategies through modelling and supported practice.
- Developing handwriting, spelling (phonics) and sentence construction skills will help create effective writers.
- To use and apply previously acquired concepts, skills and knowledge for future learning.
- To use high-quality structured interventions to help children struggling with their writing.

<p style="text-align: center;">Intent Believe</p>	<p style="text-align: center;">Implementation Achieve</p>	<p style="text-align: center;">Impact Succeed</p>
<p>We believe that all children can succeed in every subject. We follow the national curriculum guidelines and have designed our curriculum to be challenging, broad, balanced and focused on building on progressive knowledge and skills in every year group. Children at Eversholt Lower School will be on a learning journey to help them achieve our high aspirations and prepare them for future learning experiences. We intend to provide a rich curriculum filled with real-life experiences and links to life and diversity in modern Britain. In doing this, we hope to expose the children to a varied, open view of the world, culture, beliefs and opportunities to build their cultural capital outside of the small village in which we are based. Children will be knowledgeable about the world around them and possess the skills to interact with others and express their ideas and knowledge creatively.</p>	<p>Our curriculum allows all children to achieve age-related expectations and is planned for progressive steps throughout the early years to year 4. Assessment and planning sequences allow all children to access learning and are focused on individualising educational experiences. By identifying disadvantaged children (RADY), we can provide additional resources and instruction to support all of our children to achieve our high aspirations. Our learning environment supports the learning in class and is a highly engaging and focused place to work and learn. We engage all children through Kagan structures and focus on collaborative learning. Subjects are monitored through rigorous systems to ensure that quality teaching and learning is happening in all areas of the curriculum.</p>	<p>Children are confident and successful learners, demonstrating our learning values with clear progression for the challenge. They are self-motivated and take pride in their work. Children make good progress and attain in line with, or better than, local and national expectations. Children are ready to transition to their next year group. Everyone demonstrates our motto Believe, Achieve, Succeed in their learning and behaviour in and around the school and learn to make the right choices for their safety. Children have experienced a wide range of cultural activities to build their cultural capital. We encourage physical well-being. Children enjoy learning and coming to school. Their mental health and well-being is paramount to their learning. Children become confident and successful learners.</p>

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<p style="text-align: center;">What will take place before teaching in the classroom?</p>	<p style="text-align: center;">What will this look like in the classroom?</p>	<p style="text-align: center;">How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selecting appropriate schemes/materials to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Big Picture – what are we working towards, why, and how this fits in with our learning • Reading phase: <ul style="list-style-type: none"> • Analyse text/WAGOLL • Identify features, vocabulary and skills • Collate ideas and inspiration • Make judgements about the effectiveness • Toolkit phase: <ul style="list-style-type: none"> • Focus on writing and editing skills • Learn, practice and apply specific skills • Evaluate, edit, and improve • Writing phase: <ul style="list-style-type: none"> • Combine skills for the purpose • Draft, edit, improve, redraft, refine • Evaluate 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed ability to use phonic knowledge at their stage of development to decode and blend for writing • A secure understanding of the key techniques and methods for each key area of the programme • A progression of understanding, with appropriate programme vocabulary which enables learning • Confidence in discussing activities and learning they both know and remember.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the curriculum's expectations to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more vocabulary, grammatical knowledge and skills which develop them as writers • Ensure an appropriate progression of writing skills and knowledge is in place over time so that pupils are supported to be the best writers they can be. Challenge teachers to support struggling writers as well as extend more competent ones. • Regular training for all staff addresses elements for development identified through rigorous monitoring. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include appropriate materials to both scaffold and extend learning, including carefully designed WAGOLLs which raise expectations and challenge pupils • Be organised so pupils can work in small groups or whole class as appropriate to support pupils in developing their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • Clear differentiation of support ensuring every child's specific needs are targeted and addressed • That pupils, over time, evidence they have embedded and subsequently built on the early phonic skills to continue developing as a writer.

<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Plan learning structures carefully to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high quality, and plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure they continually strive to deliver the best writing teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a reader because they know how to be successful. • Safe and happy in writing lessons that allow them to explore their own style, skills and experiences. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge • Develop writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays and an on-the-spot recognition • Collate appropriate evidence over time that shows pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment is completed fairly, accurately, and time to ensure that all pupils continue to be challenged and supported as needed. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide-reaching and positive.
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