**Writing Impact**

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils’ progress, any areas of strength or weakness which can then be addressed in teachers’ planning.

Children complete independent writing pieces at the end of each unit of work and at the end of each week, which are assessed against our writing criteria.

Analysis of the data impacts upon teachers’ planning so pupils’ needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children who are not on track are identified for intervention/target teaching.

**Leadership and Management**

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

• By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)

• Leading by example by modelling lessons or styles of teaching

• Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role

• Identifying and acting on development needs of staff members

• Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

**Monitoring and Evaluation**

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan identifies actions intended to raise standards.

The English Subject Leader will also provide an annual summary report to the Headteacher in which she evaluates the strengths and weaknesses in writing and indicates areas for further improvement.

governors meet with the subject leader to review progress.

**Partnerships with parents**

Parents are informed on how they can help their child at home through parents’ mail documents and workshops. Parents are kept informed of topics that are being covered through a newsletter sent fortnightly. During Parents' Evenings curricular targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage 2 is based around spellings and phonics.