

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*

Respect, Honesty, Tolerance, Justice, Forgiveness

Holy Cross Catholic Primary School
Intent, Implementation and Impact

We work hard to provide a curriculum that is embedded within our core values to ensure our children thrive academically, spiritually, physically, culturally and emotionally.

We ensure they are well prepared for their next stage of education and life in 21st century Britain.

We strive to support our children and families in their language and social skills development by providing a rich and varied curriculum that motivates and engages learners.

We strive to engage learners through creativity and excitement throughout all lessons.

We develop learning behaviours that enable a life long love of learning.

We celebrate the diversity of our school community and offer a wide range of experiences to develop their understanding of the world.

Through building relationships with God and each other; we ensure our children work hard in faith and do their best in all things.

Subject – English: Writing

Intent -

At Holy Cross Catholic Primary School, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Implementation -

- At, we use a whole class text approach to teach reading and writing skills. This is to ensure a consistent and systematic approach to teaching the skills of writing across all cohorts. This also means that children know what to expect when they change classes.
- Early writing is taught through early mark making, then when the children begin RWI phonics they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. The children also learn to remember and write stories through their English lessons. They are encouraged to write independently across the curriculum.
- This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have opportunities to develop spelling, handwriting and word building when they are writing in daily phonics lessons.
- Writing from year 1 to year 6. Teachers plan a build up of skills through a whole class text approach which develops through exploration of the text and the genre, identification of key features of the genre, modelling of the text type, adapting the text type, innovating, feedback, editing and redrafting.
- After the teaching of a unit, teachers assess the independent writing at the end of the unit and interventions on specific areas of weakness, happens during feedback in lessons.
- Teachers use the Target Tracker materials to assess writing. It is expected that teachers will moderate across phase groups and across the Trust and local Authority in time for data drops during the year.
- We are developing our use of the 'Power of Reading' during the academic year of 2020-2021 to embed the whole text approach.
- Grammar and spelling are taught discreetly and this is embedded throughout English lessons and within the model text.
- Writing across the curriculum is taught by showing the children what a good one looks like, before then identifying the features in the specific text type that is needed e.g. an information text about their learning in history. The children then use this knowledge as a scaffold to write about their learning, as they are familiar with the text type and style of writing needed for that genre.

Impact -

	Reading						Writing						Maths					
	EXS			GDS			EXS			GDS			EXS			GDS		
	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A
2017	86.7	76.9	75.6	26.7	19.9	25.2	70	70.9	68.2	16.7	13.6	15.6	73.3	77.1	75.1	26.7	17.3	20

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2018	90.7	76.7	75.4	26.7	21.3	25.6	83.3	72.2	69.9	20	14.3	15.9	90	78.4	76	23.3	20.8	21.8
2019	75.9	74.7	74.9	37.9	22.3	25	79.3	69.4	69.2	24.1	13.9	14.8	86.2	76.2	75.6	37.9	20.5	21.7

Reading, Writing and Maths Combined – EXS or better

	HC	T	NA
2017	60	66.4	63.7
2018	83.3	68.1	65.3
2019	72.4	65.4	64.9

Headlines

Key stage 1 results have seen a decrease in reading, writing and maths at EXS from last year, with the biggest drop in reading, impacting on the combined score dropping by 9%, however we are still above Thurrock and national averages. The GDS has improved in all areas, apart from writing.

Writing –

4% drop since 2018 for EXS and 4.1% points rise since 2018 for GDS

Key Stage 2

	Reading						Writing (TA)						Maths					
	EXS			GDS			EXS			GDS			EXS			GDS		
	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A
2017	71.4	70.5	71.5	23.8	20.9	24.5	83.3	78.8	76.3	21.4	18.6	17.7	71.4	76.2	74.9	23.8	21.8	22
2018	72.5	75.2	75.3	17.5	25.4	28.1	87.5	80.3	78.3	7.5	23.6	19.9	65	77.9	75.6	15	24.6	23
2019	80	75.8	73.2	20	26.6	26.9	80	82.4	78.5	13.3	24.9	20.2	84.4	83.1	78.7	26.7	28.6	26

GPS

	HC	T	NA
2017	85.7	78.2	76.9
2018	70	78.7	77.7
2019	82.2	80.5	78

Reading, writing and maths (combined)

	HC		T		NA	
	EXS	GDS	EXS	GDS	EXS	GDS
2017	64.3	7.1	61.8	7.7	61.1	8.7
2018	55	5	65.7	11.3	64.4	9.9
2019	73.3	8.7	69.9	9.9	64.8	10.5

Progress Measures

	Reading	Writing	Maths
2019	-0.4	0.1	0.6
2018	-2.1	-1.3	-2.3
2017	+0.8	+2.5	+1.4

Headlines

Achievement at GDS increased in all areas (reading 2.5%, writing 6% and maths 12%) resulting in a combined increase of 9% at GDS.

First language English pupils outperformed children with a first language other than English by 23% in combined at EXS. Our white pupils outperformed our black Caribbean pupils by 13% and our black African by 10% in combined EXS.

Writing -

7.5% points drop since 2018 for EXS and 5.8% points rise since 2018 for GDS

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GPS –

12.2% points rise since 2018 for EXS and 7.5% points rise since 2018 for GDS

Reading writing and maths – combined –

18.3% points rise since 2018 for EXS and 3.9% points rise since 2018 for GDS

Subject Overview – End of Year Actual Data

	Reading	Writing	Maths
Year 1	80%	73%	83%
Year 2	73%	77%	83%
Year 3	90%	90%	90%
Year 4	82%	64%	82%
Year 5	76%	76%	76%
Year 6 (TA)	84%	80%	84%
Year 6 (SATS)	80%	80%	84%