

St Peter's Catholic Primary School, Gloucester

Writing Curriculum IMPACT Statement

Impact

The impact of the school's Writing curriculum can be seen in

- the quality and breadth of the work children produce in their books
- the knowledge and cultural capital they acquire to succeed in life
- the knowledge they share when talking about their learning – they know more and are able to do more than when they started
- the learning environment
- the children's understanding of what it takes socially, emotionally, spiritually and culturally to be active citizens in building a better world through Writing
- internal assessments and national tests
- their preparedness for their next stage of education
- their ability to read Writing relevant texts to an age-appropriate level and fluency

We strive for all children to attain in-line with, or to exceed, age-related expectations in Writing. Teachers use on-going assessment to monitor the children's progress against key objectives. The Writing leader monitors Writing across the school to evaluate the impact of the curriculum on children's learning and progress in Writing.

Formative assessments in Reading, Writing and Maths occur 3 times a year and analysis of papers/pupils' books ensures that gaps in learning are identified and interventions and/or opportunities to revisit prior learning can be built in to meet the needs of all pupils. The impact of our curriculum is also formally assessed at key points throughout a pupils' primary school experience (EYFS Baseline, Y1 PSC, KS1 SATs and KS2 SATs) where we are able to evaluate attainment and progress against national data.