



Subject Leader Self-Evaluation and Report

September 2019 – Summer 2021

Subject	English
Subject Leader	R Bell

Achievements and Standards

Teachers continue to use exciting, up-to-date texts and stimuli to engage all pupils with their writing. Writing lessons are planned carefully to ensure vocabulary development and year group specific spelling, punctuation and grammar objectives are taught. Teachers provide opportunities for pupils to write for a range of purposes and audiences on a variety of topics. Purposeful cross-curricular links are made to ensure writing in other topics is of a high status. Throughout lockdown, recorded writing, spelling and grammar lessons were set by all teachers for pupils to complete. Additional resources were provided to those pupils who struggled to access the online lessons, such as exercise books and stationery. Catch up tuition sessions began in Autumn 2020 and then continued once the children returned to school in March. Part of these sessions have been used by teachers to target particular weaknesses in children's writing, with a large focus on handwriting due to children accessing their home learning mainly electronically.

Progress in writing ?

	2017	2018	2019
Number of pupils	21	19	19
Pupils with adjusted scores	N/A	0	1
School progress score	-0.75	2.11	0.10
Confidence interval ?	-3.4 to 1.8	-0.5 to 4.7	-2.5 to 2.7
Progress banding	Average	Average	Average
Local authority average ?	-1.62	-1.08	-0.76
National average ?	0.00	0.03	0.03

Writing (as reported to gov)	Spring 2020	
	ARE+	GD
Y2	75%	20%
Y6	75%	25%

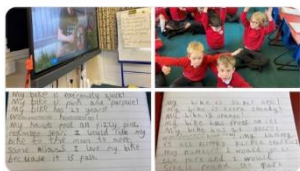
Writing (as reported to gov)	Spring/Summer 2021	
	ARE+	GD
Y2	55/80 %	10/20%
Y6	48/71%	19/24 %

Accurate teacher assessment is crucial this year; teachers have assessed pupils upon their return to school, attended pupil progress meetings with HT and reported results to parents at parents' evening and on annual reports.

Quality of Teaching and Learning

In Autumn term 2019, the subject leader provided SPAG (spelling, punctuation and grammar) training to ensure all staff are confident with which objectives need to be taught in their year group. In Autumn term 2020, SLT carried out a book scrutiny on a sample of English books from each year group. A high standard of presentation and layout was found in all books, with personalised targets given from each child. There was a variety of writing opportunities using engaging topics and books, with a good balance of texts and film clips. The marking policy was being followed and some good use of appropriate next step questions were evident for children to answer. In Summer 2021, teachers took part in a whole school moderation meeting where expected and greater depth standard pieces of writing were discussed. All teacher judgements were agreed demonstrating accurate teacher assessment of writing. Subject leader has attended 3 virtual 'Writing Curriculum Update' sessions ran by Calderdale. Findings from these have been delivered to teachers during staff meetings. 'A St John's Writer' document has been developed for the website and for children's reading journals. In Spring 2021, the subject leader delivered an English curriculum update for all staff. The writing progression document was shared with all staff to ensure coverage of curriculum objectives.

StJohnsRishworth @... · 26/05/2021 ...
Class 1 have been learning about poetry and had a poetry workshop with published poet @Si_Mole for @hayfestival. We all loved the poetry book "I love my bike." Thank you for the workshop!



Virtual Hay Festival poetry workshop.

StJohnsRishworth @... · 30/04/2021 ...
Year 6 have written some superb speeches to persuade for climate action.
#GretaThunberg #ClimateAction



Cross-curricular writing during Earth Week and Science Week.

StJohnsRishworth @... · 29/03/2021 ...
Year 6 have produced some impressive writing, celebrating the lives of Great Women Scientists, using Kate Pankhurst's book as a model.
#greatwomenscientists #primaryscience #primaryenglish



Areas for Future Development

- To ensure purpose and audience is the starting point for extended pieces of writing
- To ensure pupils are evaluating and editing their writing
- To further moderate borderline and greater depth children

Additional Comments

In July, the year 2 and year 6 teachers attended non-statutory writing moderation sessions to moderate their writing teacher assessments. Areas of effective practice and next steps were discussed.