

Copying, Pulling Apart and Reflecting - A Process Approach to Teaching Writing



Barnes Primary School

Programme Lead	Mark Hartley, Barnes Primary School (to be held at Montpelier Primary School in Ealing)
Focus Group	Key Stage 1 and Key Stage 2 teachers
Time Offered	One day
Cost	£650 per school for a maximum of two delegates. Additional delegates at £200 each.

Mark Hartley has been the Headteacher of Barnes Primary School for ten years. He is in his second headship and has led two schools with widely contrasting profiles. Both have been judged to be outstanding by Ofsted. At his current school pupils consistently achieve unusually high outcomes in writing: 78% was the three year average for Level 5; with 19% being the Level 6 average (2013-15) prior to the recent changes in how assessment is measured. In 2016 42% of pupils were writing at greater depth (the Local Authority's moderation of these teacher assessments agreed with these judgements). In November 2012 he published 'The Art of Teaching Writing', an extensive, highly practical resource file for teachers.

At this event you will receive a wide range of practical resources which can be put to immediate use in the classroom. By the end of the day participants will:

- Be familiar with a tried and tested teaching model that can be used to teach writing
- Be aware of a range of pre-writing activities that prepare children to write
- Know how precision in the setting of tasks and success criteria can improve the quality of writing
- Have a range of different word mats that can be used in the classroom
- Be aware of highly effective approaches to self and peer assessment and how these can be used to enhance the quality of children's writing

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- A Process Approach to Teaching Writing

Aims:

- To outline an approach to the teaching of writing that has proved very successful
- To consider the standards that pupils are capable of achieving
- To demonstrate the importance of teacher modelling, through the complimentary scaffolding processes of joint construction of texts and the deconstruction of texts
- To emphasise the centrality of talk and discussion as necessary preparatory activities that prepare pupils for writing
- To look at how precision in the setting of tasks, combined with clearly defined success criteria, focuses pupils' thinking
- To stress the importance of teachers extending pupils' vocabulary
- To consider how older pupils can be taught to use literary techniques in their writing
- To consider effective systems for self & peer reflection that impact positively on achievement.