

Developing the metalinguistic awareness of children and their understanding of language choices in order to help them apply grammar meaningfully to their writing. This will in turn improve the end of KS2 writing outcomes for all and in particular for White British disadvantaged children.

Overview

Local schools had an attainment gap in writing at KS2 compared to the national average due to groups of pupils, in part, being unable to apply grammatical knowledge meaningfully to their writing. This was particularly evident for White British disadvantaged pupils compared to the national average.

The project aimed to increase teachers' engagement in teaching writing skills; increase collaboration across local schools and support networks; and enable the earlier identification of 'gaps' in learning for all vulnerable groups. It aimed to work with KS2 teachers to develop their understanding and ensure that they could effectively implement writing techniques based on contextualised grammar. As a result, the project intended to improve pupil outcomes in KS2 writing working on applying grammar for meaning rather than just teaching grammatical rules in the abstract. It also looked to upskill teachers' grammatical knowledge and increase their ability to hold metalinguistic dialogic discussions about writing with pupils.

Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.

- Be continually responsive to the needs of the organisation, and be prepared to adjust the project on an ongoing basis.
- The project lead should have a good understanding of the ongoing implementation.
- Identify challenges or barriers to success early and intervene with additional support promptly.
 - During the project the following adjustments were made:
 - Additional SLE days were then added when needed.
 - Additional training was added to support teaching staff identified as requiring further grammatical subject knowledge.
 - Intervention to ensure that relationships between allocated SLEs and their school remained positive and harmonious.

What the project may do differently in the future

- Ensure all key participants are invited to all training events.
- Where possible use SLEs from within own organisation as you have more operational control of them and can deploy them more flexibly according to need.

Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.

- Marketed all SLEs to schools that have been allocated to them during the project. Some schools have taken up the offer to continue to receive support from Five Rivers SLEs on a bespoke basis over the next year.
- During presentations in final conference literacy leads were asked to work with their SLE to present how the project will be embedded into school practice such as: school development plan, future training.
- Wider dissemination through Five Rivers Teaching School by offering both training courses on contextualised grammar and a bespoke package of support to schools in order to allow more leadership teams to develop this as a key priority in the school, sufficient staffing in place to allow for the scale-up of this work, to build on the success of this project.
- Effectively disseminating the final data report to schools to ensure that the success of the project is well understood and that there is ongoing commitment to the core principles of teaching grammar in context.