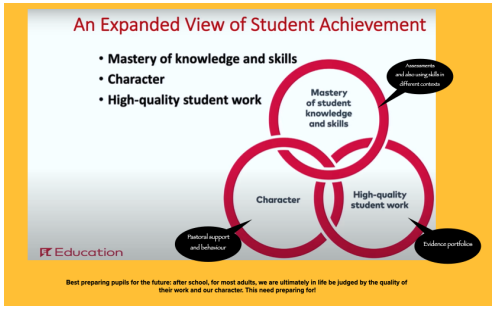
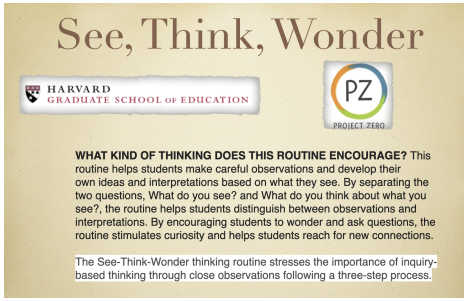
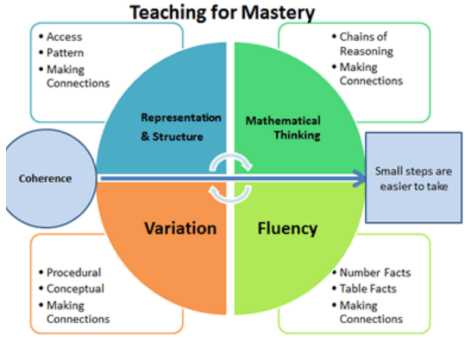
Research and Evidence Informed Pedagogy

Pedagogy in Action at Reepham	How used in subject	Research
Spiral Based Curriculum Student revisits a topic, theme or subject several times throughout their time at school.	Key knowledge is revisited. The complexity of the topic or theme increases with each revisit; and New learning has a relationship with old learning this puts new learning in context with the old information. Less able pupils get additional reinforcement, while more able pupils can use and develop knowledge in a growing number of contexts (mastery)	The benefits ascribed to the spiral curriculum: (1) The information is reinforced and solidified each time the student revisits the subject matter; (2) The spiral curriculum also allows a logical progression from simplistic ideas to complicated ideas; and (3) Students are encouraged to apply the early knowledge to later course objectives, showing increased understanding.
Kaizen learning portfolios - continuous improvements EL Education 	Topics end with a “double page spread” to answer a question from the topic, these will show the pupils learning over time. Mastery of the curriculum, pupils use their own learning from a range of subjects in an independent way. We don’t lower our expectations for any pupils, but allow them to lean on their talents.	EL Education research shows having an important product raises standards, and using mastery from a range of subjects breaks down barriers, meaning high engagement and quality of work- particularly for those from a disadvantaged background.
See Think Wonders- termly to stress the importance of enquiry skills 	See Think Wonders used to start a ‘topic’ makes thinking visible. Shows the modeling of ‘thinking skills’ Launching a topic with an enquiry based question and then linking future learning objectives back to this question keeps an emphasis on mastery of content, but also on applying enquiry skills as the content changes- Enquiry skills are vital to ensure pupils know how to find knowledge. Prioritises thinking over task completion.	Harvard research shows a big impact on those from deprived backgrounds as it links to vocabulary, teamwork and oracy skills.

Learning objectives to be Enquiry questions or learning based. This will ensure pupils gain the maximum knowledge.	History, Geography, Science and any other relevant learning objectives will be phrased as an enquiry based question- as far as possible. Where this would be a tedious link or not appropriate learning objectives will focus on Learning not activity completion eg if Learning objectives are not a question they will use the term “learn/ learning’. Exception- lessons planned from a scheme such as WhiteRose maths are exempt (links to staff workload).	Thought will be given to ensure pupils keep pace within a well structured curriculum. Enquiry skills are vital to ensure pupils know how to find knowledge.
Pulse Points and Step-Ups used throughout lessons. in Lessons	Pulse Points will be used to check learning “is alive”... this is a mastery concept as it’s about teaching in depth or having pupils apply what they have been learning in a different way “stepping-up” their learning it can be used to reshape the whole lesson, challenge misconceptions, stretch pupils learning, get them to try the ‘learning intention’ in a different way It doesn’t have to be every lesson or for every child in the group.	Mastery based strategy in its simplest form- teaching in depth and having pupils apply what they know in different ways.
Growth Mindset and self-efficacy questioning in lessons **Self-efficacy** refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments	Language in school: > Being stuck is the beginning of learning > What are you learning? (not what are you doing) > What have you learnt so far instead of have you finished yet (embedding knowledge over task completion). > How does this relate to a previous topic/ unit > Praise and reward	Carol Dwecks Research into Growth Mindset was found to have a moderate effect on students' success (2018 psychological science). Self-efficacy was seen as having a bigger effect in meta-analyses as it encouraged students' self belief, they saw success and want more.
Science Research in Action:	Inquiry-based science education (IBSE) is	Wellcome Trust State of the Nation Science Report 2017. Martina S. J. van Uum,Roald P. Verhoeff &Marieke Peeters

Learning through Enquiry (Experiment led): We teach science through an enquiry based curriculum with an emphasis on 'hands on' experiments. Emphasis on use of correct scientific vocabulary/terminology throughout the school.	promoted as an inspiring way of learning science by engaging pupils in exploring scientific principles and, as their understanding and skills develop, designing and conducting their own scientific investigations. Pupils will get to design experiments that require them to control variables. Teachers guide their pupils' scientific reasoning by setting questions that can be investigated and getting them to design fair tests Planning and teaching includes use of correct scientific terms and new vocabulary is taught and embedded through teacher modelling and expectation that chn will use correct vocabulary. Relevant vocabulary words clearly displayed in classrooms.	93% of pupils 'agree a lot' or 'agree' that they 'like to understand how things work' … and 81% 'like to find the answers to questions themselves'. Education Endowment Foundation Metacognition & self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. Good evidence that ability to reason scientifically – by testing hypotheses through well-controlled experiments – is a strong predictor of later success in the sciences Education Endowment Trust https://educationendowmentfoundation.org.uk/school-themes/science/ The EEF published in 2017 a major report, in partnership with the Royal Society, examining the size of the attainment gap in science, its causes, and programmes and approaches that are likely to help disadvantaged/deprived children catch up. The strongest factor affecting pupils' science scores is their literacy levels. Poor literacy skills can affect how well a pupil is able to understand scientific vocabulary and to prepare and engage with scientific reports.
History Research in Action:	History topics are introduced with a See Think Wonder Individual lessons introduced with an enquiry question that is followed by high quality teaching to guide them through the subject content. We lead with 'well crafted enquiry questions using appropriate historical vocabulary including abstract terms.	See See, Think, Wonder detail above History Association Articles: 'Perhaps the greatest advantage of using enquiry questions to structure your curriculum is that they can engage students in an academically rigorous way. Above all else, they make learning hold together and give meaning and shape to the process of studying and constructing history...*A well-crafted enquiry explicitly facilitates a knowledge-rich approach to history and allows the teacher to guide the pupil through complex and contrary histories rather than leaving them to reach ill-informed judgements without adequate knowledge."*

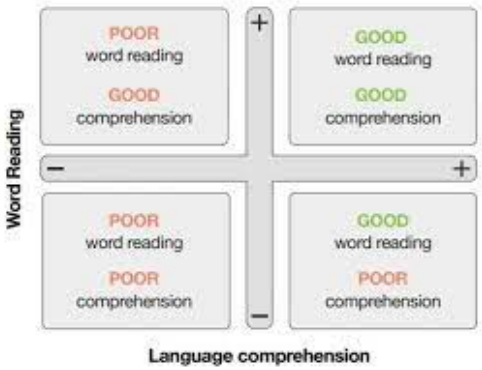
	We set each topic within a chronological framework; timelines are evident throughout school and regularly revisited.	*History Association: Hilary Cooper ‘* *Time concepts lie at the heart of history. And, as with all kinds of knowledge and understanding, they need to be learned consistently and in increasingly complex ways, over time. Learning how to use sources and create and compare accounts, unless these skills are learned in relation to a chronological framework, is not history.*
Geography Research in Action:	Geography topics are introduced with a See, Think Wonder. Topics place an emphasis on understanding place and location. Meaningful fieldwork experiences embedded in an enquiry approach.	See detail above Iain Freeland HMI Geography Association article; where school leaders and teachers place emphasis on location and place knowledge, we see the empowering nature of the subject. When it came to other subjects, such as history, pupils could use their knowledge of locations and topography (through their mapwork) to enhance their historical knowledge. The cohesion of curriculum plans is enhanced when pupils gain a secure knowledge of place. Fieldwork experiences bring learning alive across the curriculum. In geography, purposeful fieldwork experiences are engaging and stimulating, inspiring in pupils ‘a curiosity and fascination about the world and its people’ (DfE, 2014). MGA article by Julia Tanner: meaningful fieldwork builds, through memorable real-life learning activities, the geographical knowledge that is essential for pupils’ understanding of the geographical processes that shape their environment. Fieldwork involves ‘doing geography’, and through this active learning, makes otherwise abstract geographical concepts concrete. It offers endless opportunities for authentic learning activities, which are themselves empowering for pupils because they offer real purposes, real audiences and (ideally) outcomes in the real world (Tanner, 2019, p. 77).Such authentic learning activities are motivating for pupils, especially where, from the outset, they know that they will report their findings to a relevant, real audience – be it their peers, the Head teacher, school governors, local officials/ politicians, or the wider community. It can provide the impetus for practical action or campaigning to change things for the better, ensuring pupils develop a sense of agency as local and global citizens who can make a

		difference. Fieldwork also empowers pupils by affording a fantastic context for the development of enquiry skills and specific geographical knowledge and understanding.
Maths Research in Action: Journey to Mastery in Mathematics (White Rose Maths)  *Based on approaches of Benjamin S Bloom & Thomas Guskey, as well as East Asian education systems (Variation theory).*	'White Rose Small steps followed' which break learning down into small interconnected steps. These provide access for all pupils, lead to a generalisation of the concept and give pupils the ability to apply this to a range of contexts. A mathematical concept or skill has been 'mastered' when a child can show it in multiple ways, using mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. **Concrete Pictorial Abstract (CPA)** approach is highly effective in the teaching of Maths in order to develop conceptual understanding. The whole class is taught together to learn the same concepts and skills – activities are scaffolded rather than a different activity being given to a particular group of children. • Lessons begin with retrieval practice (e.g. Flashback 4) to support interleaving and retention • **Fluency** – alternating small sections of teaching with opportunities for children to do examples themselves e.g. teacher modelling – guided practice – independent practice. Informal reasoning will run throughout this. A variety of representations and models are used as well as high level vocabulary. • **Pulse point -** where reasoning and problem solving activities are modelled, a worked example is completed by the teacher if necessary. • **Step up** – reasoning and problem solving activity. Scaffolded/differentiated so all children have the opportunity to complete. • **Feed forward/Plenary** to further develop reasoning and support retention By using White Rose Small steps we can ensure children are on their journey to mastery in Maths following the mastery principles. This also recognises that children will not always 'master' something the first time they see it, and that they need to see it again in different contexts and in different years to help them truly develop their understanding. Because of this, revisiting and reinforcing features of a spiral curricula	NCETM (2017) 5 Big Ideas for teaching mastery EEF evidence of Mathematics Mastery • **Coherence -** Lessons broken down into small connected steps that gradually unfold the concept, providing access for all children and lead to a generalisation of the concept & ability to apply the concept to a range of contexts • **Representation and Structure -** Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation. • **Mathematical Thinking -** If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others using high level mathematical vocabulary • **Fluency -** Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics. • **Variation -** It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

	are also applied.	
Art/ DT 12 Key concepts in Art & Design: 1- Formal elements 2-sources 3- movements and periods 4- themes 5-creativity, ideas, imagination & intentions 6- reflection 7- cultural capital 8- inclusion & diversity 9- design 10- observation 11- medium 12 Skills, process & techniques	Children in Key Stage 2 have their own personal sketchbook which follows them through the school from Year 3 to Year 6. Spiral curriculum following the 12 Key concepts in Primary Art & Design	Paul Carney Arts outlines 12 key concepts based around prof Michael Young's "Concepts must be linked to the contents or facts that give them meaning". Access Art has been an advocate of the use of sketchbooks as a tool to nurture creativity for many years. They found: one of the ways many adults develop their creativity is through the use of sketchbooks, and we see that in schools where sketchbook use thrives, creativity thrives too." "Sketchbooks provide the space for children to play, explore, try, and wonder. They also provide a safe space in which to fail, struggle and get lost, all of which bring growth in vital skills"
RE Research in Action:	>Understanding Chrisitianity is an enquiry method, offering coherence and progression in terms of pupils' knowledge, skills and understanding >'Big Questions' which link to the values of our school across every year group (pupils given the opportunity to be reflective) >Spiral curriculum. Revisits and embeds prior learning and religious concepts (breadth and depth).	A Statement of Entitlement from the Board of Education/National Society Council "In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith: for example, through the Understanding Christianity resource." A Statement of Entitlement from the Board of Education/National Society Council "Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners." Effective teaching and learning requires schools to offer pupils, "The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers." Church schools Statement of Entitlement: A Statement of Entitlement from the Board of

		Education/National Society Council pg 54
Music Research in Action:	All Key Stages are taught Composition, performance and rhythm structures by a music specialist using a skill based progression loading method: Skills are introduced in younger years and then built upon with a higher standard and in more detail as they progress through the school.	Skill based progression loading is proven to be the most effective form of tuition- Royal College of Music london
PE Research in Action: **Developing physical literacy** Spiral learning in long term plans of core skills which are revisited and built upon. Long term plan is sequenced in a way which shows a breadth of different areas of PESSPA and develops individuals who are physically literate. ● **PE Curriculum** - Literacy, Learning, Leadership ● **Extra curricular school sport** - Exercise, Engagement, Enjoyment ● **Competitive School Sport -** Coaching, competition, clubs	Sport England and AFPE underpin the principles of teaching to develop physical literacy. ● Twice weekly lessons delivered by teachers and/or specialist sports coaches. ● Structured and free play - introduce and develop control and coordination in large and small movements. Helping children to move confidently in a range of ways, negotiating space safely. ● Creating a movement foundation to underpin participation, enable pupils to access a range of learning experiences which support the development of competent and confident movers. ● Adapted physical activities through which children develop and apply a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE. ● Learning physical, social and thinking skills through sport specific activities	Primary School Physical Literacy Framework developed by YST, Sport England. AFPE and ScUK as well as National Governing bodies of 24 different sports. Physical Literacy is described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers.
MFL Research in Action: Specialist teacher surrounds children in the language and uses cultural experiences.	Focus on 4 elements of language: Seaking, Listening, Reading, Writing (in this order). Spherical curriculum that builds on previous learning.	Informed by the Language Ladder, European Framework of Reference for Languages DCSF
PSHE Research in Action: 3D Dimensions curriculum	Weekly 3D PSHE lesson is used successfully and extended to included radicalisation, extremism and relationship sessions.	3D Dimensions PSHE is a spiral PSHE programme providing children with the opportunity to scaffold their previous

complemented with specific additional class tailored “circle time discussions” to look at class needs Propped up with CBT: F.R.I.E.N.D.S cognitive behaviour sessions in Upper Key Stage 2 Stirling Welbeing scale used to identify those needed specific interventions Lego Therapy and CBT interventions used in the school	Peer mentoring (both within the classroom and across year groups) alongside open discussions and worry monsters access all children’s needs and personalities. School family approach reinforces PSHE and British Values and ethos. Well-being mentor is accessible on a weekly basis to those who need additional support in PSHE areas, with children who experience deprivation and disadvantage being given priority access to these sessions as well as additional sessions as and when needed, in a safe and calm environment.	knowledge year after year and widen their views to coincide with their age and maturity in order to progress in all areas of their learning and development. Evidence of impact is on their website.
Computing Research in Action: Spiral learning in long term plans of key concepts that revisit and expand.	NCCE is underpinned with principles of Computing Pedagogy this is seen in delivery of a unit where we: > Lead with concepts > Tinker (pupils explore) > Unplug, unpack, repack (break down ideas including ‘offline) > Model > Create, pupils are hands on > Use a Variety of resources	Member of CAS (Computing At School), CAS & The National Centre for Computing Education offer training and support for schools NCCE has 12 principles of Computing Pedagogy based in evidence led practice.
Phonics Research in Action:	The school follows Little Wandle Letters and Sounds using a whole class teaching approach. Immediate intervention will be put in place for those not keeping pace with the curriculum.	See phonics and early reading policy.
Reading Whole Class Approach. Research in Action: We accurately identify (bottom 20%) pupils below age related expectations for reading through rigorous and accurate monitoring and assessment.	**Simple View of Reading and Intervention** We have adapted the ‘Simple View of Reading’ to create a Venn Diagram which is used to clearly identify pupils’ that require support in reading. The Venn diagram is split into low reading comprehension, poor fluency	The **Simple View of Reading** model highlights that successful reading is a product of two complex, but separable processes: **Word reading:** The ability to recognise, decode and understand the meaning of individual written words. **Language comprehension:** A multidimensional process that is used to



(The simple view of reading)

The Scarborough Reading Rope
We emphasise the importance of both language comprehension and word recognition to support reading and ensure both are taught.

/ prosody and low reading age. Assessments in all these areas map out where the pupils fit in the Venn diagram and is then used to map out appropriate interventions suited to pupils' needs.

Staff Training.
All staff have received training on how to deliver 'Little Wandle' and this will ensure consistency in quality of delivery. Staff have also received training in reading updates and how to deliver and support whole class reading.

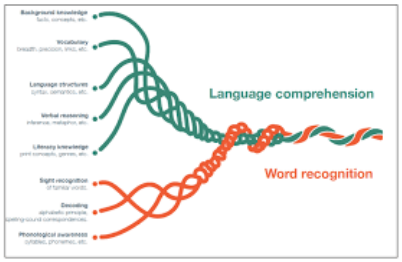
access the underlying meaning of spoken and written language. This involves the integration of multiple sources of knowledge and skills, including knowledge of word meanings and syntax, and making inferences (for example, drawing on background knowledge as we listen and read).

The Simple View of Reading identifies the individual components, and reminds us of the need for a balanced approach to the teaching of literacy. It supports our understanding of the importance of word reading through systematic teaching of phonics. It also focuses our attention to the development of comprehension of the spoken and written word. When considering how to teach reading comprehension, the EEF Teaching and Learning Toolkit cites reading comprehension strategies as delivering an additional six months of progress.

Where weaknesses in phonics are identified, promising approaches evaluated by the EEF include:

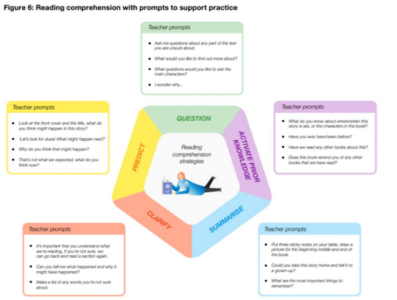
Intervention
One-to-one or small group tuition has also proven to be beneficial in a large number of studies. While one-to-one support has a slightly higher impact on average, in some cases small group support has been found to be as effective. For this reason, it is logical and cost effective to begin with small group tuition – if it isn't working you can move on to one-to-one support.

Staff Training.
In all cases, including the most robustly evaluated interventions, higher impact is associated with professional development for staff. It is also important to consider how you support staff in- and outside the classroom. Targeted support might focus on a different component of the Reading Rope,



We develop fluency and prosody to ensure we have confident readers.

We develop reading comprehension strategies using whole class reading.



All reading interventions are regularly monitored and their impact is reviewed. The school also has termly moderation of reading ensuring that all groups including 'Pupil Premium' are checked and progress is tracked so no pupils are left behind.

Fluency and prosody is modelled by staff in all reading lessons and shared stories. Pupils fluency is monitored and any pupils below age expectations receive additional 1-1 reading opportunities and have intervention for prosody.

During weekly whole class reading sessions, pupils are given the opportunity to re-read text that has been modelled by the teacher the previous day.

We ensure that all of the NC reading domains are taught so that our pupils can confidently comprehend what they have read.
Skills include:
Vocabulary
Inference
Prediction
Explain
Retrieval
Summarise

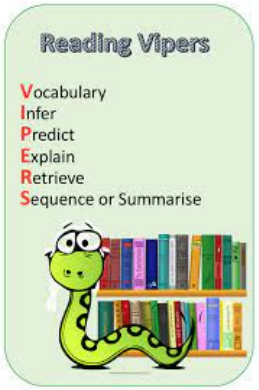
We use mnemonic **VIPERS** to embed the skills and this is used throughout the school.

After completing 'Little Wandle' the school delivers **whole class reading.** Whole class reading ensures all pupils get reading lessons and all of the comprehension skills are complementing what takes place in the classroom.

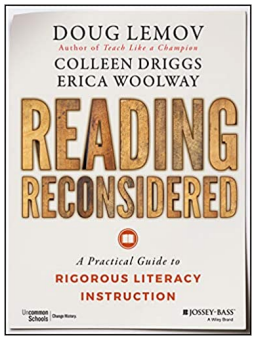
Fluency and prosody.
When it comes to improving students' reading comprehension, studies show that focusing on developing reading fluency is particularly effective. This relates to the idea of cognitive load and overload: unless processes such as word recognition are automatic then finite cognitive resources are not available for comprehension. Approaches where adults model reading with meaning and intonation – and feedback on these aspects of students' reading – are useful for improving fluency. Some studies have even found positive benefits for "repeated reading", where students read the same passage multiple times, for example in pairs after an initial read through from a teacher, to perfect their fluency and intonation (prosody)

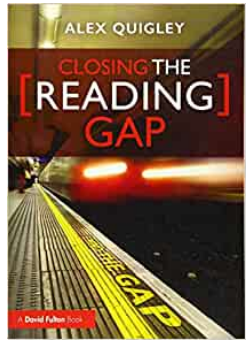
What are reading comprehension strategies and how do they work?
Reading comprehension strategies are a series of techniques which support children to comprehend the meaning of what they are reading. For example, where weaker readers may be less successful in asking questions of a text, modelling and scaffolding can supports them to do so. We may also support children to summarise what they have read so that they are able to consolidate the meaning of the text effectively.

Whole Class Reading based on research from the following authors.



modelled through the week. Pupils receive 4 lessons and they are structured as followed:|
1) Vocabulary development. New words are discussed and the context of the book is discussed.
2) Just Read (teacher reads to the class)
3) Ninja read / Close Read (Previous days text is read again by pupils and is an opportunity to check fluency and questions are asked to check understanding.
4) Comprehension task. Pupils answer questions related to the NC reading skills. E.g. Inference, summarise, retrieval, prediction etc
For more details see '**Reading on a page'** document





Their research highlights the importance of teaching new vocabulary before sharing text with pupils so when they encounter unknown words they have the background knowledge and context. They also discuss the importance of having carefully selected texts to challenge pupils.

Developing reading and writing
(Literacy / English)

Improving literacy KS1

The 8 recommendations identified by EEF are applied and used in Reepham in the following ways:

1) Quality modelling of fluency and prosody when sharing stories. Development of vocabulary through questioning. **Talk for writing**.
2- 4) Scarborough's Rope captures the complexity of learning to read.
We follow 'Little Wandle' phonics programme and this ensures all of these skills are delivered and taught consistently. 'Little Wandle' is a synthetic and systematic phonics program and when pupils are able to decode they are taught strategies to develop their comprehension understanding.
5-7) We have a writing sequence that all year groups follow in order to plan and deliver a unit of writing. As the sequence is repeated this reinforces and embeds the skills.
The sequence is as follows:
-Develop transcription skills - (handwriting and spelling)
-Grammar lessons.
-Hook
-Deconstruct
-Develop composition
-Planning / writing Model
-Write at length
-Assess Independent writing
-Identify Next steps / writing targets.
For more details see **'What writing looks like at Reepham'** document.
We also use Visual literacy as a hook to engage pupils in the writing process. This can be an object or a film clip to immerse the children in the writing experience.

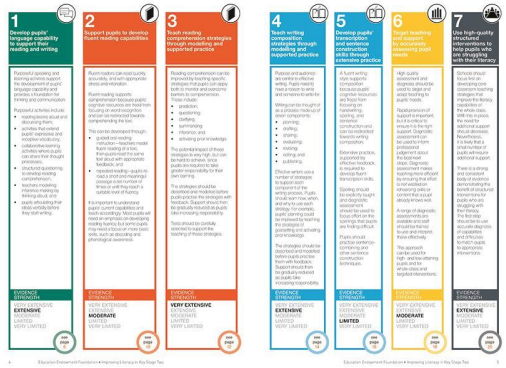
8) Pupils that need support with writing are identified and added to our SEN provision map. Intervention is monitored by SENCO.

Education Endowment Foundation (EEF) Evidence based research document.
Improving Literacy in KS1
The EEF **8 recommendations:**

1) Develop pupils' understanding of speaking and listening skills and wider understanding of language.
2) Use a balanced and engaging approach to develop reading, integrating both decoding and comprehension skills.
'The Scarborough Reading Rope'
When all of the skills are taught effectively pupils become skilled readers with accuracy, fluency and strong comprehension.
3) Effectively implement a systematic phonics program.
4) Teach pupils to use strategies for developing and monitoring their reading comprehension skills.
5)Teach pupils to use strategies for planning and monitoring their writing.
6) Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching.
7) Use high-quality information about pupils' current capabilities to select the best next steps for teaching.

8) Use high quality structured interventions to help pupils that are struggling with their intervention.

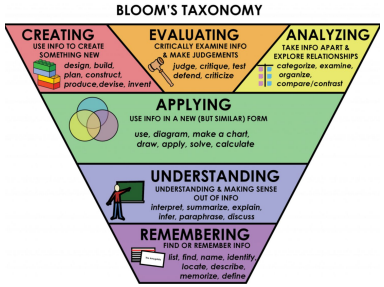
Improving literacy KS2



Talk for writing
There is a growing evidence base about the impact of oral language approaches. A study published in July 2017 found that students benefited from activities involving dialogic talk, where pupils were required to provide extended explanations to questions and discussion topics, developing talk beyond responses to closed questions. The approach improved English outcomes for all students, including those eligible for free school meals (Jay et al, 2017 [8]).

The 7 recommendations identified by EEF are applied and used in Reepham in the following ways:

1-2) Talk for writing, whole class reading vocabulary, fluency and prosody focus. Reading books out loud. Encouraging repeated reading. Targeted questioning. Use of **Bloom's Taxonomy** to promote deeper thinking in learners.



3) Whole class reading using carefully selected texts. For more details see '**Reading on a page'** document.

4-6) As for KS1, KS2 follows a writing sequence. (See above number 5-7 Improving literacy KS1)
For more details see **'What writing looks like at Reepham'** document.
We also use Visual literacy as a hook to engage pupils in the writing process. This can be an object or a film clip to immerse the children in the writing experience.
All pupils are also given writing targets which are set following a piece of independent writing. These targets are monitored and when evidence is gathered showing independent application, new targets are then set.

Education Endowment Foundation (EEF) Evidence based research document.
Improving Literacy in KS2
The EEF **7 recommendations:**

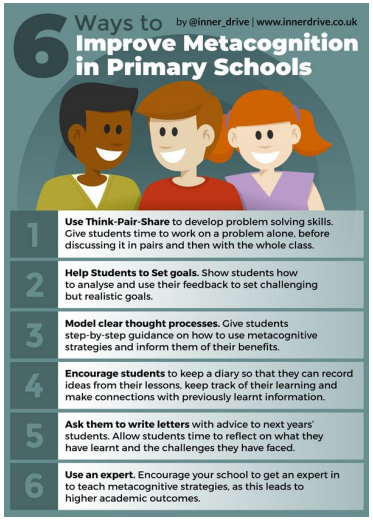
1) Develop pupils' language capability to support their reading and writing.
Structured questioning (Use of **Bloom's Taxonomy**)
Benjamin Bloom (1931–1999) was an American educational psychologist. By focusing on the mastery of learning, his ideas developed into what is known as Bloom's Taxonomy.

2) Support pupils to develop fluent reading capabilities

3) Teach reading comprehension strategies through modelling and supported practice

4) Teach writing composition strategies through modelling and supported practice
5) Develop pupils' transcription and sentence construction skills through extensive practice
6) Target teaching and support by accurately assessing pupil needs.

We use mnemonics to embed writing skills and to support editing and improving writing. **<u>Writing Frames</u>** We use strategies to support and develop ***metacognition and self regulation.***	**7) <u>Writing Intervention / Writing Frames</u>** For struggling writers, research shows that students improve more rapidly when writing for a clear purpose and audience (Higgins et al, 2017). Without this it is hard for pupils to evaluate and revise their work. Publication – through a classroom display, letter or published final product – can be a powerful incentive too. Another promising writing approach from the same funding round focused on improving students' understanding of the impact of a range of grammatical features, rather than purely on accuracy. To support this we encourage writing for purpose e.g. letters to famous people etc. Evidence also strongly supports the explicit instruction of approaches to planning and composition. In 2012, the EEF tested and compared 24 literacy catch-up approaches (Torgerson et al, 2014 [7]). The most effective was a writing scheme that supported students to plan and structure their writing, using a range of strategies including mnemonics and checklists. To support this evidence we use mnemonics **FANBOYS AWHITEBUS** to help reinforce grammar skills. We have developed using writing frames to support children with their writing journey. Writing frames are a list of features to include in a specific genre of writing. In KS1 the frame is modelled and created as a class and then this becomes an independent task as they move through KS2. This allows the children to take ownership when editing and	**7)** Use high-quality structured interventions to help pupils who are struggling with their literacy **Metacognition and self regulation**. Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of

	improving their work as they can identify elements they have confidently applied and possible areas they could develop. This allows pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: ● cognition - the mental process involved in knowing, understanding, and learning; ● metacognition - often defined as 'learning to learn'; and ● motivation - willingness to engage our metacognitive and cognitive skills. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.