



## Writing Recovery Statement Lostwithiel Primary School

COVID has presented many challenges for our school community and we recognise the impact that the pandemic and school closure has had on the personal and academic development of our pupils.

**We have found that children's progress in writing has been impacted more than any other curriculum area during the school closure.**

In writing, our road to recovery began with identifying individuals/groups/cohorts who have fallen behind their previous expectations and rebuilding writing stamina. We assessed independent writing completed in the first two weeks of returning to school to identify those pupils who needed additional intervention. Lesson were carefully planned with the aim of building writing stamina and reintroducing basic writing, spelling and SPAG skills. This has included short burst activities and tightly modelled text types.

Additional training for staff has been planned through extending our moderation schedule. We have invested in [No More Marking](#) as an additional platform for moderating writing to enable us to see the national picture. We have ensured we are moderating internally, county wide and now nationally.

We will measure the impact this has had by the progress made during Autumn Term using independent writing as well as the outcomes of KTSA and No More Marking moderations. Progress levels will be reviewed at the end of Autumn Term 2020. We will use this data to ensure our writing curriculum and intervention programmes for Spring Term are responsive to the needs of our children.