Case study - British International School, Phuket

About the school: A British curriculum international school based in Thailand.

Number of classes: 22
Number on roll: 130

Providing **proven** and **effective** solutions for your English curriculum focussed on **mastery** and **progression.**

Can you describe what English looked like before Pathways to Write?

As a school we had been attempting to introduce a text-based approach to the teaching of writing and were drawing on a range of resources but there was inconsistency with some teachers recycling genre-based planning they had used in previous schools. As a result, the teaching of writing didn't have enough consistency, progression and shared expectations.

We invested in Pathways to Write to bring the English curriculum together, so we could be certain that all units were taught through high-quality engaging texts, so children were writing every day and so that writing schools would develop year on year. Ensuring that lessons were challenging, set high standards, engaging and exciting was also of high importance.

How did you find implementing Pathways to Write in your school?

The hardest part of implementing Pathways to Write has been training teachers to feel confident teaching from the planning and adapting it to suit their classes.

At first, some teachers found the planning was dense and comprehensive. Previously they had relied on teaching from slides that required less time and effort but found the results they got were every child writing one very similar outcome.

How has Pathways to Write impacted on pupils' writing?

In Year 5 (the year group I am currently teaching) across my year group, I find the children enjoy the Pathways texts and this excitement at reading the text and enjoying the illustrations has meant that English has been accessible to all children and the overall enjoyment of writing has improved. Children are regularly using commas correctly in sentences because they understand how they are used accurately in lists, in relative clauses and after fronted adverbials. This grammar knowledge is practised daily.

Other year groups have reported that the children enjoy the books and they feel that the expectations of writing are high and there the children are improving.
More children enjoy writing since introducing Pathways to Write. I see this in my after-school Creative Writing Club. The numbers in this club keep rising, thus showing a growing number of children of both genders who are keen to write.

We assess English using GL-PTE tests. These tests cover reading, grammar and spelling rather than assess writing. We moderate writing looking at children who are below expectations, meeting expectations and exceeding expectations/ greater depth. As we are new to this style of moderating writing and new to Pathways to Write we expect to see a raise in levels of achievement after this year.

How has Pathways to Write impacted on teachers?

We now have a lot of teachers interested in teaching writing well. After watching the Pathways training videos (Introduction to Pathways to Write and the Shared Writing) teachers have said that they now understand the programme and understand how it works.

Our school requires teachers to transfer planning from the Pathways published plans onto school unit planning forms. Some teachers complained that this wasn't a good use of time. Some teachers were reluctant to spend time closely reading and understanding the planning. However as time goes on, more teachers are investing the time to get to grips with the planning and report that it is excellent.

How has Pathways to Write impacted on teachers?

The texts are really well chosen. All the texts I can say are excellent in terms of quality and high-interest. Some of my favourites are The Queen of the Falls, Arthur and the Golden Rope, Shackleton's Journey, The Darkest Dark and The Paperbag Prince.

Having high quality picture books to support units from Year 1- 6 means that even children with EAL or SEND can engage with the lesson. By just reading a few pages of the book at a time, there is plenty of time to focus on writing. The planning is detailed and thorough. I enjoy the range of activities that children complete within a unit. In Year 5 they often write short diaries, letters and recounts while building up to an extended piece of writing. This build-up of short pieces gets the children lots of opportunities to succeed and feel proud of their work.

The units contain suggestions for greater depth children and we have developed additional scaffolds to support out EAL and SEND learners.