



Key Stage One Research Project – Jason Chadwick

What question do I want to answer?	Do working walls support the progress of vulnerable pupils in writing?
What current research/issue does this link to?	Developing the use of working walls in schools and what proves to be the most effective. Large number of vulnerable pupils in year 2 writing in the Autumn term.
What techniques could I use to study it?	Research Modelling Developing guidance to support KS pupils Monitoring books Observing children using the walls in the classroom Pupil voice on working walls
Outline of the steps I will undergo	<ol style="list-style-type: none"> 1. Research the use of working walls and identify what this would look like at Freehold in KS1. 2. Begin to use working walls in everyday practice 3. Begin to train children to use the classroom environment to support their independent learning, especially in writing. 4. Monitor the children's work and compare to writing that didn't have working walls to support their learning. 5. Do a pupil voice on working walls and analyse responses. 6. Develop guidance on working walls and model to staff what a good one looks like.
What issues of bias must I try to avoid?	Unpublished work on displays doesn't celebrate the children's achievements. Children's work on the walls will make them feel proud. Working walls will look untidy.
What critical help from a research partner in school can I get?	JC to work alongside class teachers.
Timeline of inquiry	<ol style="list-style-type: none"> 1. January 2017 2. Spring 1 3. Spring 2 4. Summer 1 5. Summer 2
Impact of Inquiry	<ul style="list-style-type: none"> ✓ Teachers across Key Stage One all have working walls in place for the new academic year for all core subjects. ✓ Teachers are more confident in delivering an input and using models to put on display to support progress in writing. ✓ When asked, children are aware of where to go if they need support before they ask a peer or adult and can use them accurately. ✓ Children have said they feel more confident when writing because they have the working wall as reassurance. ✓ Spelling in books have improved ✓ Writing data is now above the national average in Year 2.
Next steps	<ul style="list-style-type: none"> ➤ Support NQT's with marking in the moment and quality feedback. ➤ Deliver training sessions to support NQT's and RQT's. ➤ Continue to monitor the quality of working walls in writing being provided. ➤ Monitor children's attainment in writing.