

Church Cowley St James Church of England Primary School

Enhanced English Action Plan

2016/17



Enhanced Action Plan: English 2016/17

Items in **GREEN: complete/continuing**, **ORANGE: in progress**, **RED: not started**

Target	Action	Owner	Time scale	Resources Costs	Success Criteria	Monitoring	Next Step
<p>To improve outcomes in Reading in the Year 2 and Year 6 SATs so that 70% achieve age related expectations or better in Year 2 and 62% ^{^69%} achieve age related expectations or better in Year 6</p> <p>(Particularly for PPG and boys and boys with PPG)</p>	<ul style="list-style-type: none"> Work with RE to analyse data and identify progress against curriculum strands and interim frameworks- Identify pupils who are not on track make the expected standard for attainment and those who need to reach greater depth Work with the Year 6/ Year 2 teachers to moderate Reading to ensure judgements are accurate and identify curriculum strands that need additional coverage Ensure Guided Reading is being taught to a high standard (focus on developing pupils word reading and comprehension) using the correct format as introduced in the INSET day Identify training needs based on learning walks, and book scrutinies- plan and deliver CPD to improve teachers skills and knowledge Ensure teaching and marking of reading is to a high standard (and addresses misconceptions and next steps) through learning walks and book scrutinies give immediate feedback for improvement Run parents workshops to support the teaching of reading across the school- uploads videos onto the website to support parents reading with children at home Ensure texts teachers are using are appropriately pitched and that they will engage all pupils particularly 	LD	<p>Termly data reviews with RE</p> <p>Termly</p> <p>September whole INSET day</p> <p>October staff meeting</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	<p>Management time</p> <p>Year group planning</p> <p>Whole school INSET</p> <p>Whole school staff meetings</p>	<ul style="list-style-type: none"> 90% of pupils make expected progress from KS1- KS2 and 25% of pupils make more than expected progress 90% of pupils make expected progress from EYFS to KS1 and 25% of pupils make more than expected progress <p><u>KS2</u></p> <p>Reading = 62% ^{^69%} (20% exceeding ^{^30%}) Writing = 67+% ^{^70%} (20% exceeding ^{^25%})</p> <p><u>KS1</u></p> <p>Reading = 70% (15% exceeding) Writing = 60% (10% exceeding)</p>	<p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>Data analysis</p> <p>Reading assessment</p>	<ul style="list-style-type: none"> LD to lead CPD to phase meeting to look at effective ways to support reading comprehension, support teachers in using assessments to inform planning LD to moderate a sample of reading across the school to ensure judgements are accurate and that all children are appropriately challenged.

<p>To improve outcomes in Writing in the Year 2 and Year 6 SATs so that 60% achieve age related expectations or better in Year 2 and 67+% ^70% achieve age related expectations or better in Year 6 (Particularly for PPG and boys and boys with PPG)</p>	<ul style="list-style-type: none"> • Work with RE to analyse data and identify progress against curriculum strands and interim frameworks- Identify pupils who are not on track make the expected standard for attainment and those who need to reach greater depth • Work with the Year 6/ Year 2 teachers to moderate Reading to ensure judgements are accurate and identify curriculum strands that need additional coverage – Support RE in leading partnership moderation • Writing Reading is being taught to a high standard (focus on sentence construction and punctuation) using the correct format as introduced in the INSET day • Identify training needs based on learning walks, and book scrutinies- plan and deliver CPD to improve teachers skills and knowledge • Ensure teaching and marking of writing is to a high standard (and addresses misconceptions and next steps) through learning walks and book scrutinies give immediate feedback for improvement • Lead staff training to support teachers in developing skills through the storytelling sequence of work • Ensure texts teachers use for modelled writing appropriately pitched and that they will engage all pupils particularly boys and boys with PPG 	<p>LD</p>	<p>Termly data reviews with RE</p> <p>March 2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>January-March 2017</p> <p>Ongoing- termly review</p>	<p>Management time</p> <p>Year group planning</p> <p>Whole school INSET</p> <p>Whole school staff meetings</p>	<ul style="list-style-type: none"> • 80% of pupils make expected progress from KS1- KS2 and 25% of pupils make more than expected progress • 80% of pupils make expected progress from EYFS to KS1a and 25% of pupils make more than expected progress <p><u>KS2</u></p> <p>Reading = 62% ^69% (20% exceeding ^30%) Writing = 67+% ^70% (20% exceeding ^25%)</p> <p><u>KS1</u></p> <p>Reading = 70% (15% exceeding) Writing = 60% (10% exceeding)</p>	<p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>Data analysis</p> <p>Reading assessment</p>	<p>Next step:</p> <ul style="list-style-type: none"> • LD to lead a sequence of staff meetings in January targeted around developing a sequence of work- focus will be around developing teachers skills and knowledge to effectively teach writing and increasing opportunities for pupil extended writing over the sequence. (see staff meeting schedule for dates) • HR to lead a staff meeting in January focused around developing writing through topic lessons, using the talk for writing sequence as a model
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<p>Embed Guided Reading model across KS2 and KS1</p> <p>So that 80% of pupils make expected progress and 25% of pupils make more than expected progress and that 70% of pupils are at the expected standard for attainment</p>	<ul style="list-style-type: none"> Ensure pupils are better able to answer questions which involve inference, retrieval and deduction – through staff training, learning walks/book scrutiny and data analysis - develop key questions for teachers linked to the continuums Lead a whole school staff meeting in September to set expectations for Guided Reading which will include planning and assessment Lead whole staff CPD to develop teachers skills and knowledge in relation to the teaching of reading Identify teachers who need additional support and give specific and immediate feedback to SLT Lead teacher improvement drop in sessions Lead on the introduction of the reading continuums, ensure teachers are using continuums to enable work to be appropriately pitched for all children Use the IRIS to model session structure for teachers Monitor Guided Reading planning/books/teaching to ensure sessions are appropriately pitched and that all children are appropriately challenged. Support the teachers with planning of Guided Reading through termly after school drop in sessions Scrutinise data with RE, analyse and evaluate the impact of Guided Reading on outcomes – plan next steps based on data analysis Work with KD to suggest appropriate interventions and next steps for groups of pupils 	<p>LD</p>	<p>September 2016</p> <p>Ongoing – review to identify appropriate training needs</p> <p>September 2016</p> <p>September 2016</p> <p>Ongoing</p> <p>Bi-weekly drop in sessions</p> <p>Termly</p> <p>Ongoing/September</p>	<p>Comprehension books</p> <p>Whole class readers</p> <p>Book club audio books</p> <p>Budget for resources</p> <p>External CPD (St Gregs course in September)</p> <p>Whole school INSET day</p>	<ul style="list-style-type: none"> 70 % of children at expected level for the KS1 reading assessments, 15% exceeding Reading = 62% ^69% (20% exceeding ^30%) 80% of children making good progress in each class 25% of children making more than expected progress in all classes Teacher skills and knowledge improved which will result in improved outcomes 	<p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>Data analysis</p> <p>Home school diaries</p> <p>% of children attending library clubs</p> <p>Pupil voice</p>	<p>Impact:</p> <ul style="list-style-type: none"> Guided reading is now consistently taught across all classes All children have access to their own book (for examples James and the Giant Peach) which will be their text for the term, they can annotate and highlight in their own copy of their book. It is evident through monitoring that teachers are more confident delivering guided reading as standards in books have improved.
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<p>Improve the quality of personalised teaching and learning in writing for all children particularly boys with PPG</p> <p>80% of children to make expected progress and 25% to make more than expected progress and 70% of pupils are at the expected standard for attainment</p>	<ul style="list-style-type: none"> • Work with RE to analyse data as a means of identifying the next steps in a child’s learning. • Ensure that teachers can recognise and plan for a child’s next steps by using the continuums • Support teachers to medium term planning, identifying pupils next steps to ensure 80% of pupils make at least expected progress and 70% of pupils are at the expected standard for attainment at AP3 • Work with KD to suggest children/groups who need further intervention • Work with RE to monitor effectiveness of marking and feedback and ensure marking is targeted to pupils next steps • Work with KD to lead planning drop in sessions for staff to support with planning for specific groups (PPG and Boys) to identify children’s next steps using the continuum to support • Moderate writing in English and topic books to ensure the majority of work is personalised to children’s next steps • Monitor through learning walks, book looks and planning scrutiny, ensure regular and effective feedback to staff 	LD	<p>Termly</p> <p>Termly</p> <p>Bi-weekly</p> <p>Termly</p> <p>Every 3 weeks</p> <p>Ongoing</p> <p>On-going</p>	<p>External CPD – Storytelling training</p> <p>LD staff training 10 hours in term 1</p> <p>Staff meeting on feedback</p> <p>Data information sheets</p>	<ul style="list-style-type: none"> • Individual next steps identified by the teacher • marking and feedback is targeted to these next steps • All work is personalised to ensure all children are appropriately challenged particularly the more able children • 60 % of children at expected level for the KS1 writing assessments • Writing= 67+% ^70% (20% exceeding ^25%) • 80% of children making good progress in each class • 25% of children making more than expected progress in all classes • Teacher skills and knowledge improved which will result in improved outcomes 	<p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>Data analysis</p> <p>Pupil voice</p> <p>Moderation</p>	<p>Next step:</p> <ul style="list-style-type: none"> • LD to lead a sequence of staff meetings in January targeted around developing a sequence of work- focus will be around developing teachers skills and knowledge to effectively teach writing and increasing opportunities for pupil extended writing over the sequence. • HR to lead a staff meeting in January focused around developing writing through topic lessons, using the talk for writing sequence as a model
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<p>Improve the teaching of handwriting across the school and ensure a consistent approach in all years</p> <p>(Particularly for PPG and boys and boys with PPG)</p>	<ul style="list-style-type: none"> • Monitor the quality of handwriting across the school through learning walks and book scrutinies and planning looks • Lead training for TAs/Teachers to improve the quality of handwriting teaching • Develop a consistent approach to handwriting across the school – displays/all staff vigilant about correcting letters that have not been formed correctly • Write a handwriting policy with the key principles for CCSJ strategy for how handwriting is taught at CCSJ • Ensure teachers are using the continuums to plan for groups, children to be grouped based on their next step on their continuums • Develop an exemplar document for handwriting linked to the continuums to support the assessment of handwriting skills • Use the continuums to support the long term plan. Provide support for children who have finished the pen pals scheme to choose different styles of handwriting suitable to the task • Ensure that teachers are teaching whole class handwriting daily 	LD	<p>Ongoing</p> <p>Termly</p> <p>Expectations Sept – monitoring ongoing</p> <p>October</p> <p>Ongoing</p> <p>December</p> <p>Ongoing</p>	<p>Management time</p> <p>New handwriting pens</p> <p>Staff training in INSET day</p> <p>Training of TAs INSET day</p> <p>Penpals resources – app on the ipads</p>	<ul style="list-style-type: none"> • Improved presentation in all books with 70% of pupils to make progress in handwriting • There is a consistent approach to the teaching of handwriting across the school 	<p>Handwriting book look</p> <p>Learning walks</p> <p>Planning scrutiny</p> <p>Moderation of work</p> <p>Data analysis</p>	<p>Impact:</p> <ul style="list-style-type: none"> • LD has moderated handwriting across the school- and matched up penpals to the continuums. All teachers are not using the continuums to plan for pupil next steps in handwriting • Overall presentation has improved both in English and topic books- This has improved in 80% of classes.
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