

English Action Plan 2019/20

Priority	Action required	Responsibility (Monitor actions and milestones)	Success criteria and milestones (What will be achieved and by when)	RAG rating/impact
<p>2.5 Teachers better match reading books to pupils' abilities and offer more opportunities for pupils to improve their inference, deduction and comprehension skills.</p>	<ul style="list-style-type: none"> <li>● Monitor book band trackers termly to ensure that children's school reading books are matched according to teacher assessment levels and triangulate with Cornerstones test results</li> <li>● 1:1 training for teachers that need support in providing the correct level of reading books for children</li> <li>● Develop and embed whole class reading using Vipers across the school to ensure a rigorous approach to reading.               <ul style="list-style-type: none"> <li>○ Staff Meeting on developing WCR</li> <li>○ WCR <u>lesson studies</u> across phases</li> <li>○ Ensure a balance of genres in WCR planning to ensure pupils read widely and often</li> <li>○ Challenge from WCR to be evidenced in books and planning and teaching</li> </ul> </li> </ul>		<p>100% of children are on the correct book band. Reading books connect closely to phonics knowledge</p> <p>All teachers are confident in matching reading books to pupils abilities, evidenced in monitoring activities. Reading moderation - EYFS - Dec 2019 Year 1 - Feb 2020</p> <p>WCR lessons show opportunities for pupils to improve their inference, deduction and comprehension skills, evidenced in monitoring activities e.g. lesson obs, planning scrutinies, book scrutinies.</p> <p><b>Dec 2019</b> <b>April 2020</b> <b>July 2020</b></p> <p>Targeted percentage increase for each cohorts content domain in Cornerstones tests. 10 % increase in the average score of pupils by the summer term</p> <p><b>Monitor:</b></p>	

			<p><b>Dec 2019</b>  <b>April 2020</b>  <b>July 2020</b></p> <p>Targeted percentage increase from year 6 reading SATs of 5% above national data on questions contain domains:</p> <ul style="list-style-type: none"> <li>● Retrieve and record information / identify key details from fiction and non-fiction</li> <li>● Make inferences from the text / explain and justify inferences with evidence from text</li> </ul> <p><b>Sept 2020</b>  88% of children to be at the expected standard by the end of year 6.  34.4% of children to be working at greater depth by the end of year 6.</p> <p><b>Sept 2020</b>  Planning scrutinies show that 30% of WCR is focussed on Non-Fiction and 10% poetry texts  Monitored in book scrutinies planning, lesson studies and lesson observations</p> <p><b>Monitor:</b>  <b>Dec 2019</b>  <b>April 2020</b>  <b>July 2020</b>  <b>Planning scrutiny Feb 2020</b></p>	
<p>Teachers provide pupils with opportunities to redraft their writing to</p>	<ul style="list-style-type: none"> <li>● Attended training on broadening and deepening children's writing focussing on the drafting and editing process</li> <li>● Staff meeting on the writing process focussing on drafting and editing (Nov 2019)</li> </ul>	<p>JR</p>	<p>EL confident on next steps for the school.  All staff trained and can implement this in their practice  <b>Nov 2019</b></p>	

<p>improve the overall structure</p>	<ul style="list-style-type: none"> <li>Teachers to include opportunities for pupils to draft and edit in their planning once a term building to twice a term from Spring 2nd</li> </ul>		<p>Monitoring of books, planning scrutinies, lesson obs, learning walks, book scrutinies to see evidence opportunities for pupils to draft and edit in their planning once a term building to twice a term from spring 2nd</p> <p><b>Monitor:</b>  <b>Feb 2020</b>  <b>April 2020</b>  <b>July 2020</b>  <b>Planning scrutiny March 2020</b></p> <p>Pupils meet aspirational targets in writing set by teachers in writing ( see cohort overview)</p> <p>Targets set for all children and year groups on cohort overviews.  79% of children to be at the expected standard by the end of year 6.  22.2% of children to be working at greater depth by the end of year 6.  Monitored through pupil progress, provision mapping, lesson obs, planning scrutinies, book scrutinies, learning walks (Tues 31st March AM)</p> <p><b>Dec 2019</b>  <b>April 2020</b>  <b>July 2020</b></p>	
<p>A rigorous approach to the teaching of reading develops</p>	<ul style="list-style-type: none"> <li><b>Staff meeting on SL approach to reading</b></li> <li>Reading is prioritised with a sequential approach to reading from EYFS to Year 6 <ul style="list-style-type: none"> <li>daily phonics lessons EYFS and Year 1</li> </ul> </li> </ul>		<p>Staff are confident in SL rigorous and sequential approach to reading and reading expectations</p>	

<p>learners' confidence and enjoyment in reading.</p>	<ul style="list-style-type: none"> <li>○ Guided reading in EYFS in summer term</li> <li>○ Homework has a phonics and reading focus</li> <li>○ Guided reading across Year 1</li> <li>○ WCR lessons planned and timetabled 5 days per week focusing on KS1 Content domains in year 2 and KS2 content domains in Year 6 and age related texts for each year group in WCR</li> <li>○ DEAR 3 x per week to build fluency and stamina and enjoyment</li> <li>○ Comprehensions in English fortnightly to focus on reading whole texts and answering questions</li> <li>○ Reading books connect closely to the phonics knowledge pupils are taught when learning to read (organise into sets in Year 1 /2)</li> <li>○ Teachers to Monitor reading diaries weekly to praise and target</li> </ul> <ul style="list-style-type: none"> <li>● Develop the schools reading policy for teaching reading (Dec)</li> <li>● Improve development of individual reading skills through parental support</li> <li>● Promoting reading for pleasure through a variety of whole school initiatives and activities</li> </ul>		<p>Teaching rated good or better across a range of evidence at the following percentage. (Achieved 86% good, June 2019 - External T&amp;L Audit)  <b>Dec 2019 – 80% (Two NQTs)</b>  <b>April 2020--85%</b>  <b>July 2020 -- 90%</b></p> <p>Review <b>Dec 2019, April 2020, July 2020</b></p> <p>100% of children are on the correct book band. Reading books connect closely to phonics knowledge</p> <p>Monitoring of books, planning scrutinies, lesson obs, learning walks, book scrutinies to see evidence of actions required.  Monitor:  <b>Dec 2019</b>  <b>April 2020</b>  <b>July 2020</b></p> <p>Monitor reading with a selection of children (inc PP) following the next book band check  <b>Jan 2020</b></p> <p>Feedback from parent forum and pupil voice to check DEAR. <b>Dec baseline to June end pont.</b></p>	
---	--	--	---	--

			Teachers understand and implement the developed policy	
Reading attainment is assessed and gaps are addressed quickly and effectively for all pupils	<ul style="list-style-type: none"> <li>● Teachers set targets for all pupils based on prior attainment and also to target closing the gap for priority of PP and lower attaining pupils or targetting pupils for GD children alongside school aspirational targets.</li> <li>● Termly tests for children continue to measure attainment and progress.</li> <li>● Teachers to conduct QLA following tests to inform their planning for the next term.</li> <li>● External Cornerstones data used to validate school results <ul style="list-style-type: none"> <li>○ Pupil Progress meetings every half term - led by phase leaders and information fed back to leadership team</li> <li>○ Teachers new to year 2 and year 6 to attend training for assessing end of key stage.</li> </ul> </li> <li>● Cornerstones, otrack, QLA, book band monitoring to ensure reading books are well matched to children's ability and phonics knowledge</li> <li>● Targeted interventions, home-school-links, pupil progress, monitoring activities to ensure that gaps are addressed quickly and effectively for all pupils</li> </ul>		<p>Pupils meet aspiration targets in reading set by teachers ( see cohort overview)</p> <p><b>Sept – 2019- Staff meeting.</b> Class teachers to be aware of the context data for their class (e.g. data for how many boys/girls, which children are pupil premium and their current/projected standards and to be able to provide evidence to support what they are doing to ensure progress of these children/groups. Effective tracking and monitoring systems identify underperforming pupils. Target groups have been identified and are being tracked in pupil progress reviews termly and progress meetings half termly.</p> <p>Review <b>Dec 2019, April 2020, July 2020</b></p> <p><b>September 2019</b> –question level analysis from previous summer term to inform planning for the Autumn term, year group picture of children's attainment for each year group across the school, trajectory towards in school targets can be checked and comparison to national data made. This information can be reported to governors.</p> <p><b>December 2019</b> - question level analysis to inform planning for the summer term, year group picture of children's attainment and progress for each year group across the school, trajectory towards in school targets can be checked and comparison to national data for attainment and progress made. This information can be reported to governors.</p>	

	<ul style="list-style-type: none"> <li>● Embed the moderation process prior to each data entry or assessment point <ul style="list-style-type: none"> <li>○ Support provided for moderation opportunities (November 2019, April 2020 and June 2020)</li> <li>○ Development of robust processes for moderation. Internal moderation to take place every half term between a year group or a phase. External moderation to take place at least twice a year.</li> <li>○ All teachers to attend external moderation appropriate to their year group with STEP.</li> <li>○ Use of termly tests to help moderate judgements – Cornerstones</li> </ul> </li> <li>● Reading training on intervention (March 2020) to ensure gaps are addressed quickly</li> <li>● collate tracking data each term and identify underachieving individuals through rigorous monitoring.</li> <li>● In addition to the whole cohort, track groups in each phase, particularly greater depth and disadvantaged, to ensure progress. Also ensure that we are monitoring how we are closing the gap</li> </ul>		<p>Teaching rated good or better across a range of evidence at the following percentage. (Achieved 86% good, June 2019 - External T&amp;L Audit)</p> <p><b>Dec 2019 – 80% (Two NQTs)</b>  <b>April 2020--85%</b>  <b>July 2020 -- 90%</b></p> <p><b>Nov 2019, Jan 2020, March 2020, May 2020, June 2020.</b>  Judgements moderated across year groups and phases. <b>Dec 2019, April 2020 and July 2020</b> (Verified by external support through STEP and BEP)</p>	
<p>Develop the teaching of phonics and assessment of phonics in EYFS and KS1 to develop</p>	<ul style="list-style-type: none"> <li>● Staff training on storytime phonics scheme delivered by EYFS phonics lead</li> <li>● Adults to effectively implement and support the <b>Storytime Phonics</b> programme in order to develop the children’s phonic knowledge, reading, listening and attention, their communication and language skills and respond with comprehension.</li> </ul>		<ul style="list-style-type: none"> <li>- EYFS outcomes</li> <li>- 80% of children to be reading red set 9 or higher</li> <li>- 80% of children to be reading green or higher</li> <li>- 60% of children to be reading orange or higher</li> <li>- 93% of cohort to pass the Year 1</li> </ul>	

<p>foundations for future learning</p>	<ul style="list-style-type: none"> <li>● Teachers to deliver storytime phonics lessons daily across EYFS and Year 1 to ensure a sharp focus on the younger children gaining phonics knowledge and language comprehension necessary to read <ul style="list-style-type: none"> <li>○ Pupils phonic knowledge is tracked at least half-termly</li> <li>○ Sameday/weekly intervention is in place for targeted PP/SEN and children not making the necessary progress in the phonics programme</li> <li>○ HFW and CEW and TT words tracked half-termly and sent home.</li> <li>○ Teachers to take part in lesson studies to further develop across Year 1 (Autumn) and (Spring) term across EYFS and Year 1</li> </ul> </li> </ul>		<p>phonics check</p> <p>Monitor through reading moderation, phonics trackers, reading trackers, phonics learning walk.</p> <p><b>Dec 2019</b>  <b>Feb 2020</b>  <b>March 2020</b>  <b>May 2020</b>  <b>June 2020</b></p>	
--	--	--	--	--