

Lees Primary School



School Improvement Plan

2015-16

Three main priorities are:

1	SPaG
Context	Whilst we have an improving picture of SPaG across the school, we are very aware that we are still playing 'catch up'. We recognise the disparity in the KS2 results for writing and SPaG and as yet, enough is not being done to close the gap.
2	Writing Across The Curriculum
Context	With the implementation of the new curriculum and the implementation of the Chris Quigley Essentials and Depth of learning Assessment, we have identified that our focus needs to shift from targeting writing in English only and look at ensuring that it is a key focus across the curriculum. Marking and assessment of writing needs to be targeted in other subjects to ensure its consistency and embedding
3	Assessment
Context	Whilst we introduced the new Chris Quigley Assessment model last academic year, putting the policy into practice is a priority for us this year. The new assessment tool, Depth of learning, is still in its infancy and, as part of the CQ Working party, changes are to be made nationally to assist in its smooth implementation. We are aware that, with the end of levels as we know them and the use of APS to finer level, we have to rely more heavily on evidence of progress in books and through a deeper triangulation process to ensure children are achieving to their best and how this translates into day to day practice

STRATEGIC ACTION PLAN

Main Priority	Actions	Success criteria	Staff Lead	Dates	Costs
1. SPaG	Phonics To review the phonics policy	All classes have a consistent approach to the teaching of phonics.	SL	6.1.16	Leadership time allocation
	To identify gaps in training for teachers and LSAs and provide high quality support from Allison Philipson, as part of the LAP offer	All staff trained and confident in teaching phonics.	ND/SL	TBC with AP in the BLP	Buy in to AP across the BLP (£800 up until Easter)
	To review the organisation of phonics in KS1	Phonics provision matches the needs and abilities of the children	SL	5.11.15 start with Jane Dallas	£2 000
	To ensure resources are high quality and meet the needs of the phonics programme and purchase where necessary	Children are engaged in the teaching of phonics and the resources assist in providing enrichment and further development	SL/ND	Monitoring sessions Tues pm	Resource allocation: £500
	To introduce parent workshops to assist parents in helping their children at home	Parents are able to support their children at home effectively, in line with the school policy.	SL/JHaw	TBC	PIW time allocation plus school building in eve
	To identify gaps in phonic knowledge at the end of KS1 and throughout KS2 and provide intervention support where necessary	All KS2 children able to access the KS2 curriculum with the appropriate phonic knowledge in place.	ND/SL	Full action plan from audit January 2016	Intervention allocation from DH and AF agreed at PPM
	To display age relevant spellings in each classroom	Increase in spelling vocabulary across the school		To ensure in place after October half term	-

	SPaG To review the teaching of spelling across KS2 and develop a policy	Consistent approach for spellings in place across KS2	ND/GLH		SLT time allocation
	To ensure allocated time for spelling teaching, practice and assessment in each year group	Appropriate dedicated time given to ensure the children have the spelling tools to be good writers.	Classteachers	Monitoring Tues pm	
	To build up developmental groups of spellings and related patterns for each year group, ensuring challenge and differentiation and review high quality schemes for possible intervention		Classteachers with support from ND/SL	November 2015	£200 recommended programme from PW
	To ensure a dedicated weekly SPaG lesson is embedded across all four classes with differentiated learning and regular assessments		Classteachers monitored by ND	January 2016	Monitoring cycle time-allocation
	To ensure all SPaG is well planned both short term and to show progression over the whole of KS1 and 2		ND	February 2016 (after support and training)	-
	To ensure that each class has a SPaG / spelling working wall in a prominent place and that it is used effectively as a learning tool	Classrooms used effectively as teaching aids for the children to become independent learners	ND	4.11.15 Monitoring walk	-
	To hold parent workshops on SPaG	Parents have the skills to assist their children at home, using the schools policy	ND/JHaw	TBC	PIW time plus school use in eve
	To introduce a SPaG Homework task book focussing on the LBH requirements	Homework focussed on what each child needs to learn in order for them to be outstanding learners	ND	January 2016	Middle leader release to develop (1 day)

	To introduce a 'Wizard Book' for SPaG focusing on milestones and yearly objectives for the key skills	Simple assessment process developed which children can access, are keen to work towards and own themselves.	ND/AB	January 2016	Middle leader release to develop (1 day)
	To monitor and support the LSAs in the delivery and assessment of phonics and spelling	All staff have the necessary skills to develop spelling across the school.	Classteachers with support from ND	Spring 2	SLT monitoring cycle
EVALUATION					
Autumn Term					
Spring Term					
Summer Term					
Main Priority	Actions	Success Criteria	Staff Lead	Dates	Costs
2. Writing Across The Curriculum	To ensure all classes have clearly defined writing books for class supported work and independent writing work	Teachers able to assess and plan work appropriately for the children. Clear evidence base of progress in place.	ND	September 2015	Exercise books purchased appropriate to age and ability of children
	To use the Milestones for Writing for assessment for learning for each child, to	Learning clearly linked to AfL. Both adults and children	ND	September 2015	Photocopying costs

	be stuck in books, highlighted when covered and used to inform planning.	know what they can do and what they need to do next to improve, with a clear evidence base.			
	Introduce weekly Guided writing sessions	More focussed writing sessions, built around the individual needs of the children. Opportunities to fill gaps in learning and challenge the more able	ND	January 2016	Small table whiteboards (allocation of £200) Purchase of horsehoe table for each class (£2 000)
	Provide training for all staff on writing after identification of need	All adults are skilled to teach writing to all abilities.	ND with AP	29.1.16 with Philip Webb	Staff meeting and AP time. Training booked with PW 29.1.16
	Ensure each class have appropriate resources for the teaching for guided writing (larger table whiteboards etc)	Children are inspired and engaged and the resources enhance the learning.	ND	Build up following audits and identification of need	£200 for whiteboards £2 000 for tables
	Develop a more writing rich environment in each classroom with evidence of children's and adults' writing around the walls	Children's writing skills further developed through an enhanced environment, with writing links across the curriculum.	ND/GLH	In place 26.10.15	-
	To review the English policy document for reading and writing and ensure it is understood and followed by all adults	Policy understood and followed by all.	ND/GLH	To complete 12.2.16	Time to review (1 day)
	Half termly moderation of writing, both in house and with The Bronte Learning Partnership, to ensure high expectations, linked to the new curriculum and the development of a moderated portfolio of work as a reference point for assessment	Expectations of writing remain high. All staff and children have a clear understanding of what age related expectations are and children are clear about their next steps in learning.	ND/GLH	4.11.15 13.1.16 2.3.16 13.4.16 8.6.16	Staff meeting allocation

	To introduce a 100 Word challenge in KS2 and other extra activities for the whole school each half term with incentives and prizes	Children inspired and motivated through a variety of learning opportunities.	ND/AB	To commence January 2016	Planning time as required
	To introduce 'Star Writer Award' in our celebrations of children's success from examples of writing across the curriculum To introduce board on celebration wall to display the writing.	Competitive element to learning encourages drive and challenge.	AB	October 2015	-
EVALUATION					
Autumn Term					
Spring Term					
Summer Term					
Main Priority	Actions	Success Criteria	Staff Lead	Dates	Costs
3.Assessment	To review the assessment and feedback policy, ensure all staff understand and follow it.	All staff are clear about assessment and put policy into practice.	KBow/GLH	11.1.16	SLT time allocation
	To provide training for teachers on the	All teachers are confident at	ND	Initial training	Twilight

	DoL package and review and update staff as it develops.	using the new assessment system for summative data and formative information to plan next steps in learning		session 16.9.15	
	Ensure the Blue Assessment File contains the relevant information for each class and all are uniform. SLT to collect and monitor at PPM and at key monitoring dates	Common approach to recording to assist with whole school understanding of assessment.	KBow	Ongoing monitoring and PPM meetings 15.10.15 16.12.15	
	Refocus the PPM on book scrutinies and day to day progress for each child	PPM focussed on ensuring children make progress and addressing issues swiftly with support and accountability	KBow	10.2.16 20.4.16 30.6.16	Release to attend PPM meetings (supply cover for 1 day)
	Reading files to be used to record learning and progress in reading through 1-1, guided, comprehension and other relevant reading activities	Reading records used effectively by all adults to keep evidence of frequency of reading, progress being made and areas that children need to work on.	GLH/ND	September 2015	-
	To use the SMART Marking model consistently across the school to feed into AfL and to inform progress against the CQ Milestones Grids in the writing, maths and science books	Children are clear as to what they need to do to improve on a daily basis and issues addressed swiftly. Children are challenged through deeper questioning and are more reflective learners.	SLT	September 2015	-
	To focus on the assessment of science through the CQ Milestones and monitor its introduction	Science skills assessed effectively and built upon through the assessment system	SL/AB	Introduce September 2015	Release for SL (half a day for class visits plus directed time for book and planning scrutinies)
	To introduce Science Working Walls across all classes	Children develop independence in the enquiry and knowledge in science through the use of the classroom environment.	SL	26.10.15	-

EVALUATION	
Autumn Term	
Spring Term	
Summer Term	