



Subject: English		Monitored by: SLT and subject leaders				
<p>Rationale: In response to the more demanding national curriculum and to enable the vast majority of children to achieve age related expectations or above.</p> <p>Target: To raise standards in reading through the development of a whole school approach to teaching reading comprehension.</p> <p>Outcomes :</p> <ul style="list-style-type: none"> To raise standards in reading at the end of KS 2 bringing children’s achievement in reading in line with children’s achievement in writing. The percentage of children achieving Age Related Expectations in reading rises to 88% at the end of KS2. The percentage of children achieving Age Related Expectations in writing rises to 88% at the end of KS2. The percentage of children achieving Age Related Expectations in RWM combined, rises to 85% at the end of KS2. To raise standards in reading and writing at the end of KS1. The percentage of children achieving Age Related Expectations in reading and writing rises to 88% at the end of KS1. The percentage of children achieving Age Related Expectations in RWM combined rises to 85% at the end of KS1. 						
Actions/ Activities	Lead Person/s	Start	End	Evidence/ Monitoring method	Resources/Time	Success Criteria: impact measures
MB to take part in Reading Comprehension Project throughout school year. Deliver training in school	MB	3/10/16	6/3/17	HT JNg	Focus areas as follows: <ul style="list-style-type: none"> Developing pedagogy The comprehension process- what goes on in the reader’s head? Monitoring comprehension- making sense of texts The role of talk- encouraging dialogue Engaging with texts- exploring “Text potential” Sharing practice with colleagues: ensuring effective roll out Costing: Comprehension Project £500 Supply cover £150 per session Purchase of additional/new resources as required. £2000.	The percentage of children achieving age related expectations or above increases in Key Stage assessments due to improved reading comprehension.
Training day 31/10/16 02/11/16 09/11/16 18/01/17 29/03/17	CLT MB	September 2016	Ongoing	Book monitoring and learning walks Pupil voice Assessment outcomes Lesson observations	Sharing training from first session of project. Strategies for teaching reading comprehension <ul style="list-style-type: none"> Explicit teaching of vocabulary. Explicitly teach reading skills for speed, skimming and scanning. Answer questions from the text How to answer 3 mark questions. Further twilight sessions throughout the year following comprehension project sessions. Purchase of additional/new resources as required.	The percentage of children achieving age related expectations or above increases in Key Stage assessments due to improved reading comprehension.
Staff application of comprehension strategies	MB JNg	Ongoing 16/17		Book monitoring and learning walks Pupil voice Assessment outcomes Lesson observations	Release time for MB and CLT members to participate in book scrutiny, lesson observation and monitoring activities.	The percentage of children achieving age related expectations or above increases in Key Stage assessments due to improved reading comprehension.



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<p>Rationale: In response to the more demanding national curriculum and to enable the vast majority of children to achieve age related expectations or above.</p> <p>Target: To raise standards in writing through the provision of a wide and varied range of opportunities for children to write across the curriculum.</p> <p>Outcomes :</p> <ul style="list-style-type: none"> • To raise standards in reading at the end of KS 2 bringing children’s achievement in reading in line with children’s achievement in writing. • The percentage of children achieving Age Related Expectations in reading rises to 88% at the end of KS2. • The percentage of children achieving Age Related Expectations in writing rises to 88% at the end of KS2. • The percentage of children achieving Age Related Expectations in RWM combined, rises to 85% at the end of KS2. • To raise standards in reading and writing at the end of KS1. • The percentage of children achieving Age Related Expectations in reading and writing rises to 88% at the end of KS1. • The percentage of children achieving Age Related Expectations in RWM combined rises to 85% at the end of KS1. 						
Actions/ Activities	Lead Person/s	Start	End	Evidence/ Monitoring method	Resources/ Time	Success Criteria: Impact Measures
Training Day “What have we learnt from writing moderation?” <ul style="list-style-type: none"> • Implications of moderation • Steps forward 	MB KMc	5/9/16		Book scrutiny Lesson observations Assessment outcomes Evidence of cross curricular writing in the learning environment	Staff development training. Books submitted for moderation June 2016.	The percentage of children achieving age related expectations or above increases in Key Stage assessments due to the quality and quantity of cross curricular writing in books.
Curriculum focus weeks continued to be delivered in order to enhance the provision of opportunities for writing across the curriculum. Each Phase to take part in three weeks. History Art Geography throughout the year.	All staff	Ongoing		Scrutiny of writing across the curriculum as well as English books to take place. Moderation of writing across all subjects to take place. Lesson observations Assessment outcomes Evidence of cross curricular writing in the learning environment	Cost of external delivery of stimulus for the week e.g. Balestra Living History’ £2500.	Quality of writing across the curriculum the same as that of the writing in English books. Evidence of more able cross curricular writing in the learning environment. Each phase to display writing across the curriculum in the learning environment. Evidence of cross curricular writing in the learning environment.



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<p>Rationale: In response to the more demanding national curriculum and to enable the vast majority of children to achieve age related expectations or above.</p> <p>Target: To raise standards in writing through the development of a revised whole school approach to teaching handwriting and spelling.</p> <p>Outcomes :</p> <ul style="list-style-type: none"> • To raise standards in reading at the end of KS2 bringing children’s achievement in reading in line with children’s achievement in writing. • The percentage of children achieving Age Related Expectations in reading rises to 88% at the end of KS2. • The percentage of children achieving Age Related Expectations in writing rises to 88% at the end of KS2. • The percentage of children achieving Age Related Expectations in RWM combined, rises to 85% at the end of KS2. • To raise standards in reading and writing at the end of KS1. • The percentage of children achieving Age Related Expectations in reading and writing rises to 88% at the end of KS1. • The percentage of children achieving Age Related Expectations in RWM combined rises to 85% at the end of KS1. 						
Actions/ Activities	Lead Person/s	Start	End	Evidence Monitoring method	Resources Time	Success Criteria: Impact Measures
To complete an audit of handwriting materials and resources.	CLT MB	09/16	10/16	Collection of school resources Redistribution of resources Purchase of additional/new resources as required	£1000	All staff are fully resourced to teach Penpals handwriting program.
To provide updated staff training on the use of Penpals handwriting programme	CLT NB	31/10/16 & 30/11/16	Ongoing	Book Scrutiny Assessment Outcomes	Staff Development Training day 3 Additional staff development session	Improve quality of handwriting in children’s work across all year groups and in all subjects.
Nominated staff to take part in National Association Training on teaching handwriting in 3 sessions. Deliver training in school following external course	1EYFS Practitioner 1KS1 Teacher 1KS2 Teacher 2 Teaching Assistants	18 th 19 th 20 th October	Ongoing	Book Scrutiny Assessment Outcomes	Course cost £175 Per session Supply cover £150 per teacher £125 TA cover	Improve quality of handwriting in children’s work across all year groups and in all subjects.
Introduction of LA spelling bank. Provision of training for spelling bank for staff	CLT NB	7/12/16	Ongoing	Book Scrutiny Lessons observations Assessment Outcomes	Purchase Cost of spelling banks resources for all staff (cost TBC)	The Percentage of children achieving age related expectations or above increases in end of Key Stage assessments due to improvement in accuracy of spelling and the quality of handwriting.

Priority 4 – Formative Assessment Processes and Independent Learning

Subject: All			Monitored by: SLT and Subject Leaders			
Rationale: In response to the more demanding national curriculum and to enable the vast majority of children to achieve age related expectations or above. Target: To ensure staff use accurate formative assessment methods to inform their teaching. Outcomes : <ul style="list-style-type: none"> • The percentage of children achieving Age Related Expectations in RWM combined, rises to 85% at the end of KS2. • The percentage of children achieving Age Related Expectations in RWM combined rises to 85% at the end of KS1. 						
Actions/ Activities	Lead Person/s	Start	End	Evidence/ Monitoring method	Resources/ Time	Success Criteria: Impact Measures
12/10 End of Year Assessment Findings Report	CLT SH	10/16	10/16	PPT Slides Handouts	Staff Development Meeting	All staff aware of main findings of end of year teacher assessments.
9/11 Assessment Moderation of Maths and English	CLT SH	11/16		Minutes Photos	Staff Development Meeting	Teachers have clear understanding of standards across year group and across year groups
Lesson Observation Focus 2016 - 2017	CLT SH	Ongoing			CLT to observe lessons 30 minutes each	Consistent and high quality evidence of formative assessment can be demonstrated.
Book Scrutiny 2016 - 2017	CLT SH	Ongoing			1 afternoon per half term.	Books show evidence of formative assessment informing children's learning and next steps.
New Assessment Policy developed, incorporating marking and feedback aspect of previous policy	SH	Ongoing		Shared with staff Shared with Governors	1 day to produce policy	Policy incorporates all aspects of assessment and gives clear guidance on formative assessment strategies.