

Primary English Department Action Plan including NAP 2018-19

1 STUDENTS ATTAINMENT, PROGRESS AND LEARNING SKILLS (PS1)				Leader: Head of Departments, HOS Line Manager: Vice Principal Achievement Governor: LAB member External Evaluator: Vice President-GEMS		
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<p>❖ To raise</p> <ul style="list-style-type: none"> English Attainment in NAP assessments across school. English progress in Phase 2 and 3 to O. <p>PTE: Year 2: Phonic knowledge and skills, spelling.</p> <p>Year 3: Reading comprehension – Narrative, spelling.</p>	<ul style="list-style-type: none"> Build rigour in critical analysis of text in English to raise verbal reasoning and skillfully respond to unfamiliar texts from a range of sources. Modified SOWs to accommodate phonic skills Dedicated phonics lessons to enhance students' ability to identify and blend phonic sounds and decode words. Home learning to include phonics exercises and vocabulary words. Spelling review conducted on a weekly basis. Read books both silently and aloud – guided as well as independently. Attractive reading zones in the class. Modified SOW to include both narrative and non-narrative reading passages Daily reading with a set focus In lessons, strategies included to develop better comprehension of reading passages. Weekly spelling review. 	<p>March 2018 ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Time for PD/Modelling by outstanding practitioners as needed by department /year group. Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis Time for lesson observations and feedback Team teaching Moderation time and networking across phases in school and other schools <p>https://www.twinkl.co.uk/resources/literacy/literacy-phonics</p> <p>https://www.fishermarriott.com/StarSpell/PhonicsWordLists</p> <p>http://www.bbc.co.uk/schools/wordsandpictures/phonics/postcard/flash/fsgame.shtml</p> <p>https://www.tes.com/teaching-resource/year-3-reading-comprehension-6445126</p> <p>https://www.everyschool.co.uk/english-key-</p>	<ul style="list-style-type: none"> A large majority of students achieve stanine 6 and above in PTE across school. Most students in Phase 2 and 3 make better than expected progress from their starting point in English lessons and overtime. A large majority of students will confidently recognise words at their level and use phonic strands to blend and decode words and extend their skill acquired to reading. A large majority of students will be able to apply new words in sentences. A large majority of students will spell words correctly. A large majority of students will confidently be able to identify the difference in a wide range of texts, locate information and draw inferences from the text, and identify language features. 	<p>English HOD and HOKS HOS monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p> <p>HOD, subject planners, all teachers</p> <p>HOD, subject planners, all teachers</p>	<p>End of year data is secure, ongoing lesson observation data is being evaluated.</p> <p>PT scores are improving trends all year groups. Internal Attainment and External examination data trends are also improving for all year groups</p>

<p>Year 4: Reading comprehension, inference, authorial techniques</p>	<ul style="list-style-type: none"> ▪ Modified SOW to include both narrative and non-narrative reading passages ▪ Daily reading with a set focus ▪ In lessons, strategies included to develop better comprehension of reading passages such as skimming and visualisation. 	<p>Ongoing</p>	<p>stage-2-comprehension-3.html https://www.tes.com/teaching-resource/reading-comprehension-tasks-year-4-6440542</p>	<ul style="list-style-type: none"> ▪ A large majority of students will be able to derive and infer information independently and accurately from the text, summarising to decode main ideas. 	<p>HOD, subject planners, all teachers</p>	
<p>Year 5: Reading comprehension - retrieval</p>	<ul style="list-style-type: none"> ▪ In lessons, explore the meaning of words in context and idiomatic and figurative language ▪ In home assignments and in lessons, retrieve, record and present information from non-fiction. ▪ Discussion on books read. ▪ Encourage participation in Debate and MUN clubs. 	<p>Ongoing</p>	<p>https://www.tes.com/teaching-resource/fifa-world-cup-2018-reading-comprehension-english-11917829</p>	<ul style="list-style-type: none"> ▪ A large majority of students will be able to retrieve and collate ideas and information from a range of texts. They will be able to discuss the difference between literal and figurative language. They will be able to read longer texts, using independent strategies to ensure full understanding. 	<p>HOD, subject planners, all teachers</p>	
<p>Year 6: Reading comprehension, simple and complex inference.</p>	<ul style="list-style-type: none"> ▪ Reading passages given to students including a range of fiction and non-fiction texts. ▪ In lessons, questioning during mid-plenary and plenary to enhance inferential thinking. ▪ In lessons, strategies included to develop better inferring from the given passage or books read, such as word connotations, theme of the text. ▪ Differentiated reading topics for boys and girls. ▪ Book clubs, author visits and reading ambassadors to promote the love for reading. ▪ Guided reading in library sessions. ▪ Encourage participation in book fairs, story writing competitions. ▪ Encourage participation in Debate and MUN clubs. 	<p>Ongoing</p>	<p>http://www.thatboycanteach.co.uk/2017/12/scaffolding-structures-for-reading.html</p>	<ul style="list-style-type: none"> ▪ A large majority of students will be able to strengthen inferential understanding of events, ideas and themes in a wide range of texts. They will be able to make inferences to explain relationships between intentions, actions, events, feelings, and give text-based evidences to explain their inferences. 	<p>HOD, subject planners, all teachers</p>	
<p>CAT4: Increase Verbal reasoning</p>	<ul style="list-style-type: none"> • Modification of SOW according to the National Curriculum Framework. • Vocabulary and spelling lists in home learning and spelling tests. • Challenge questions in lessons to hone critical thinking skills and use of AFL strategies. • Questions posing a higher challenge to identified talented students and gifted achievers. • Provide support to identified SEND students. • Involving parents to support the intervention groups, daily reading during registration time. 	<p>Ongoing</p>	<p>https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/</p>	<ul style="list-style-type: none"> • Low achievers will make increased progress, narrowing gaps in the assessments. • High achievers and gifted students to show better progress. • Talented students will show accelerated progress. 	<p>HOD, SID, subject planners, all teachers</p>	
<p>CAT4: Increase Verbal reasoning</p>	<ul style="list-style-type: none"> • Modification of SOW according to the National Curriculum Framework. • Vocabulary and spelling lists in home learning and spelling tests. • Challenge questions in lessons to hone critical thinking skills and use of AFL strategies. • Questions posing a higher challenge to identified talented students and gifted achievers. • Provide support to identified SEND students. • Involving parents to support the intervention groups, daily reading during registration time. 	<p>Ongoing</p>	<p>https://www.tes.com/teaching-resource/higher-order-thinking-questions-6429467</p>	<ul style="list-style-type: none"> • Low achievers will make increased progress, narrowing gaps in the assessments. • High achievers and gifted students to show better progress. • Talented students will show accelerated progress. 	<p>HOD, SID, subject planners, all teachers</p>	
<p>CAT4: Increase Verbal reasoning</p>	<ul style="list-style-type: none"> • Modification of SOW according to the National Curriculum Framework. • Vocabulary and spelling lists in home learning and spelling tests. • Challenge questions in lessons to hone critical thinking skills and use of AFL strategies. • Questions posing a higher challenge to identified talented students and gifted achievers. • Provide support to identified SEND students. • Involving parents to support the intervention groups, daily reading during registration time. 	<p>Ongoing</p>	<p>https://www.britishcouncilmy/english/courses-children/resources/critical-thinking</p>	<ul style="list-style-type: none"> • Low achievers will make increased progress, narrowing gaps in the assessments. • High achievers and gifted students to show better progress. • Talented students will show accelerated progress. 	<p>HOD, SID, subject planners, all teachers</p>	
<p>CAT4: Increase Verbal reasoning</p>	<ul style="list-style-type: none"> • Modification of SOW according to the National Curriculum Framework. • Vocabulary and spelling lists in home learning and spelling tests. • Challenge questions in lessons to hone critical thinking skills and use of AFL strategies. • Questions posing a higher challenge to identified talented students and gifted achievers. • Provide support to identified SEND students. • Involving parents to support the intervention groups, daily reading during registration time. 	<p>Ongoing</p>	<p>https://www.tes.com/teaching-resource/reading-comprehension-year-5-year-6-11099247</p>	<ul style="list-style-type: none"> • Low achievers will make increased progress, narrowing gaps in the assessments. • High achievers and gifted students to show better progress. • Talented students will show accelerated progress. 	<p>HOD, SID, subject planners, all teachers</p>	

<p>PIRLS: Reading relatively complex literary and informative texts.</p> <p>❖ To embed learning skills consistently across phase 2 and 3 with greater focus on 1.3.1 and 1.3.3.</p>	<ul style="list-style-type: none"> Reading a range of fiction and non-fiction texts using a variety of resources such as novels, fictional books, newspapers, journals biographies, autobiographies, brochures, leaflets and magazines. Bridge the performance gap between girls and boys. Through appropriate curriculum modifications and adaptations to enhance the engagement and improve the outcome of all students with a special focus on boys by ensuring teachers encourage students to share their ideas about reading with their peers as well as helps students with scaffolded approach and a buddy to overcome particular challenges of vocabulary and pronunciations to further built their confidence in reading. This is further embedded by seeking support from parents to become active reading partners at home engaging in discussions around what is being read and its correlation to real life. Strengthen students' learning skills through: independent research and enquiry based learning with sustained responsibility and ensure most students have secure knowledge of their starting points and diligently work to ensure better than expected progress. 	<p>Ongoing</p>		<ul style="list-style-type: none"> A large majority of students develop strong reading skills through focussed, independent daily reading in a range of situations and a variety of text. They will be able to find information, make plausible predictions and establish meaning during lessons as per their age and abilities. They will be able to identify, interpret, justify and elaborate on opinions. They will be able to critically think, explain and enhance analytical skills. Most students become confident readers and boys and girls perform similarly well. Most students across all phases have secure knowledge of their starting points through regular self-marking using rubrics and reflection of their own PT and CAT4 results along with internal school assessments. Large Majority of students demonstrate strong independent learning skills with sustained responsibility to apply their learning to real life and make connections between areas of learning for deeper meaningful learning. 	<p>HOD, SID, subject planners, all teachers</p>	<p>In process of ensuring, all teachers have one to one counselling with each child of end of year PT scores and new CAT4 scores.</p> <p>Increased opportunities seen for embedding 1.3.1 and 1.3.3.</p>
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<p>2. QUALITY OF TEACHING AND ASSESSMENT (PS3)</p>				<p>Leader: MLs and SLT Line Manager: Principal Achievement Governor: Parent, Student, and GEMS - LAB members External Evaluator: VP</p>		
<p>Prioritised Objectives</p>	<p>Actions</p>	<p>Time Frame</p>	<p>Resources</p>	<p>Success Criteria</p>	<p>Monitoring & Evaluation</p>	<p>Impact</p>
<ul style="list-style-type: none"> To embed consistency in outstanding teaching and assessment 	<ul style="list-style-type: none"> Embed systems to share outstanding high quality teaching thus build consistency in high standard of T&L across all phases. Regular practices across all subjects to share outstanding learning in lessons (videos, work samples, peer observations). 	<p>March 2018 ongoing</p>	<p>Monitoring forms, IPPs modelling, peer observation , team teaching.</p>	<ul style="list-style-type: none"> Most teachers confidently and consistently deliver Very good with outstanding features or better lessons with enhanced 	<p>HODS and HOKS HOS, LAB members monitor and review provision (lesson observation, Book</p>	<p>All teachers will complete paired observation with either senior or middle leader by end of</p>

<p>practices across school and raise Phase 4 Teaching to Outstanding.</p> <ul style="list-style-type: none"> To ensure all teachers across phases have secure understanding of assessment data and use it most effectively for plan and deliver to meet the needs of all students. To enhance personalised support and challenge for all groups of students. 	<ul style="list-style-type: none"> Share outstanding practices from FS and Year 1 teachers. All teachers across the school to have at least one paired observation with a senior or middle leader to establish clarity on good or better learning in lessons. Ensure that most teachers have secure understanding and effectively use all internal and benchmark data to personalise support and appropriate challenge for all students from their starting points to meet their specific needs and make better than expected progress All identified acceptable and good teachers have IPP and timetabled support to raise T&L and effective personalisation based on data in their lessons. Embed outstanding AfL strategies and build rigour in moderation of assessments and measuring progress in lessons through effective use of rubrics and high quality diagnostic feedback. Share the outstanding practices and rigorously monitor provision in lessons to ensure consistent implementation of social model of disability, securing instructional accommodations support and assistive technologies as needed for SEND students. Ensure all assessment data and lesson observation is used most effectively to identify all students who are academically G and T in Phase 2 and 3. Ensure high levels of personalised challenge, enrichment, extension and acceleration opportunities for G and T students in all lessons. 		<p>PD sessions on effective use of data for impactful personalisation.</p> <p>Regular and rigorous data analysis.</p> <p>PD and sharing best practices on effective personalisation and appropriate challenge IEPs, ALPs, TLPs, ILPs.</p>	<p>personalisation and challenge based on effective use of all data enabling excellent progress for all groups of students from their starting point especially in Phase 4.</p> <ul style="list-style-type: none"> Almost all teachers made progress and achieved their targets identified in IPP and rigorous support in place. All groups of students make outstanding progress in most lessons due to personalised support and stretched challenge to maximise their potential across all phases. All G&T students identified with rigorous and effective use of data and lesson observations. Almost all G&T students are effectively engaged and challenged in lessons and make progress from their starting points. 	<p>look, SOW, lesson plans, data) termly with prompt action.</p> <p>SENDCo, HODs, HOKS and HOS monitor the provision through lesson observations, Book looks, personalised lesson plans, IEPs -termly with prompt action</p> <p>HODs, HOKS, DHOS and VP to accurately identify and monitor the provision for G&T through lesson observations, Book looks, personalised lesson plans, ALPs, TLPs- termly with prompt action</p>	<p>term1. Very positive feedback on deeper understanding of good or better lessons and how to look for and ensure learning / progress in lesson.</p> <p>Understanding of all data is getting deeper, however use of data to personalize is variable and support is being put in place promptly. Ongoing monitoring and support.</p> <p>SEND and G&T lists under review again after CAT4 assessments and 6 weeks of induction for all students.</p>
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3. LEADERSHIP AND MANAGEMENT (PS6)					Leader: Heads of Schools, MSO, H&S officer and Vice Principal Line Manager: Principal Achievement Governor: LAB Governors External Evaluator: VP	
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<ul style="list-style-type: none"> To raise Effectiveness of Leadership and Self Evaluation and improvement planning to outstanding. 	<ul style="list-style-type: none"> To embed systematic and rigorous self – evaluation using both internal and external data and all priorities to be accurately identified and analysed. To ensure all action plans are more coherent and focused across school and SEF is more precise and celebratory. School improvement plans to include extensive strategic and operational actions, which promote innovative and creative solutions to National and school priorities. Build rigour and consistency in accurate evaluation and monitoring of actions and priorities of school improvement plan to ensure accurate evaluation of teaching and learning in relation to students’ achievements. Innovative and creative solutions to ensure the provision of Art and Music 	March 2018 ongoing	Training for secure and accurate Self Evaluation and writing of SEF- Precise and celebratory, Training for all leaders, sharing outstanding samples of SEF and action plans.	<ul style="list-style-type: none"> All priorities identified including feedback from all stakeholders Accurate, precise and celebratory SEF. School knows its strengths and areas of weaknesses exceptionally well and effective actions are taken to ensure impact. Rigorous Monitoring – paired observations and impact evaluation by leaders at all levels enabling improved student outcomes across all phases. Outstanding exam results for June 2018 and continued improvement over time and improving trends of PT results. Art and Music provision enhanced across all phases. 	SLT and MLs	<p>All operational actions almost implemented. Strategic actions like paired observations, Individual progress Plan are ongoing and rigour in monitoring impact and prompt support is enabled.</p> <p>Positive outcomes of all the rigour and monitoring has improved T&L and use of assessment data hence, outstanding student outcomes.</p> <p>Work in progress now for new cohort for 2018-19 and rigour in place for monitoring highest standards and support in place.</p>