

## Secondary English Department Action Plan including NAP 2018-19

1 STUDENTS ATTAINMENT, PROGRESS AND LEARNING SKILLS (PS1)				<b>Leader: Head of Departments, HOS</b> <b>Line Manager: Vice Principal</b> <b>Achievement Governor: LAB member</b> <b>External Evaluator: Vice President-GEMS</b>		
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<ul style="list-style-type: none"> <li>▪ English Attainment in NAP assessments across school.</li> <li>PTE:</li> <li>▪ Year 7 to focus on: Retrieval Narrative Non narrative Simple and complex inference Authorial techniques</li> <li>▪ Year 8 to focus on: Retrieval Narrative Non narrative Authorial techniques</li> <li>▪ Year 9 to focus on: Retrieval Authorial techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build rigour in critical analysis of text in <b>English</b> to raise verbal reasoning and skilfully respond to unfamiliar texts from a range of sources.</li> <li>▪ Revised SOW with skills required for PTE; to include both narrative and non-narrative reading passages; to include language analysis through excerpts taken from varied genres and authors.</li> <li>▪ Home learning have differentiated tasks based on the novels- Kensuke's Kingdom, Holes, character analysis and theme analysis from various short stories taken from CIE "Stories of ourselves".</li> <li>▪ Strategic Library lessons catering to reading comprehension with complex inferences; simple inference skills through the use of non-fictional texts.</li> <li>▪ Students to be encouraged to extend the range of their reading, to include poetry and plays; texts that are more challenging across different genres and historical periods.</li> <li>▪ Focused activities to be used to develop confidence in analysing and comparing aspects of texts.</li> </ul>	<p>March 2018 ongoing</p>	<ul style="list-style-type: none"> <li>▪ Time for PD/Modelling by outstanding practioners as needed by department /year group.</li> <li>▪ Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis</li> <li>▪ Time for lesson observations and feedback</li> <li>▪ Team teaching</li> <li>▪ Moderation time and networking across phases in school and other schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most students in Phase 3 make better than expected progress from their starting point in English lessons and overtime.</li> <li>▪ Students will be able to strengthen inferential reading and to discuss and check their understanding of events, ideas and themes.</li> <li>▪ Students will develop their experience and confidence in discussing what they read.</li> <li>▪ Students will be able to annotate passages of text to highlight evidence that supports inferences.</li> <li>▪ Students will be able to identify and comment on events, ideas and themes in texts.</li> <li>▪ Students will develop their confidence in considering the effects created by features such as language and organisation.</li> <li>▪ Students will be able to analyse language and organisation in the same text.</li> <li>▪ Students will be able to attempt tasks that involve retrieving information, locating and organising several pieces of embedded information.</li> <li>▪ Students will be able to understand and apply categories in an unfamiliar context.</li> <li>▪ Students will be able to draw on their inferential and contextual understanding.</li> <li>▪ Students will be able to identify how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning.</li> <li>▪ Students will be able to interpret the meaning of nuances of language in a section of text by considering the text.</li> <li>▪ Students will be able to use formal or public knowledge to hypothesize about or critically evaluate a text.</li> </ul>	<p>HOD/SID and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p>	<p>End of year data is secure, ongoing lesson observation data is being evaluated.</p> <p>PTE scores are improving trends all year groups.</p> <p>Internal Attainment and External examination data trends are also improving for all year groups.</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>

<p>PISA /PBTS</p>           <p>CAT4</p> <p>Continue to increase verbal SAS scores</p> <ul style="list-style-type: none"> <li>English progress in Phase 3 to O.</li> <li>To embed learning skills consistently across phase 3 with greater focus on 1.3.1 and 1.3.3.</li> </ul>	<p>Regular lessons for years 7 to 11 provide tasks that involve:</p> <ul style="list-style-type: none"> <li>Retrieving information require the reader to locate and organise several pieces of deeply embedded information, inferring which information in the text is relevant;</li> <li>Make multiple inferences, comparisons and contrasts that are both detailed and precise; the reader to deal with unfamiliar ideas in the presence of prominent competing information, and to generate abstract categories for interpretations;</li> <li>Reflect and evaluate tasks may require the reader to hypothesise about or critically evaluate a complex text on an unfamiliar topic, taking into account multiple criteria or perspectives, and applying sophisticated understanding from beyond the text.</li> <li>Differentiated reading topics for boys and girls.</li> <li>Innovative reading areas developed by reading ambassadors to create a buzz and love for reading amongst students.</li> </ul> <ul style="list-style-type: none"> <li>Home learning includes weekly vocabulary list.</li> <li>Weekly vocabulary worksheets and dictation.</li> <li>Passages with multiple-choice questions.</li> <li>Non-fiction and fictional texts used in classrooms.</li> </ul> <ul style="list-style-type: none"> <li>Strengthen students' learning skills through: extended 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.</li> </ul>		<ul style="list-style-type: none"> <li>Most students will be able to read and comprehend a wide range of fictional and non-fictional texts to be deep and wide readers.</li> <li>Most students will be able to infer complex scientific and mathematical concepts in word problems.</li> </ul>           <ul style="list-style-type: none"> <li>Students will be introduced to higher order vocabulary and spellings.</li> <li>Students will be able to identify appropriate answers within seemingly similar options provided.</li> <li>A variety of fiction and non-fictional texts employed as reading passages.</li> </ul>           <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
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## 2. QUALITY OF TEACHING AND ASSESSMENT (PS3)

**Leader: MLs and SLT**  
**Line Manager: Principal**  
**Achievement Governor: Parent, Student, and GEMS - LAB members**  
**External Evaluator: VP**

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<ul style="list-style-type: none"> <li>To embed consistency in outstanding teaching and assessment practices across school and raise Phase 4 Teaching to Outstanding.</li> <li>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.</li> <li>To enhance personalised support and challenge for all groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>To align KS3 assessments to CIE First Language assessment criteria.</li> <li>Embed systems to share outstanding high quality teaching thus build consistency in high standard of T&amp;L across all phases. Regular practices across all subjects to share outstanding learning in lessons (videos, work samples, peer observations).</li> <li>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.</li> <li>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</li> <li>All identified acceptable and good teachers have IPP and timetabled support to raise T&amp;L and effective personalisation based on data in their lessons.</li> <li>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.</li> <li>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.</li> <li>Ensure all assessment data and lesson observation is used most effectively to identify all students who are academically G and T in Phase 3.</li> <li>Ensure high levels of personalised challenge, enrichment, extension and acceleration opportunities for G and T students in all lessons.</li> </ul>	March 2018 ongoing	<p>CIE syllabus assessment structure. Monitoring forms, IPPs modelling, peer observation , team teaching.</p> <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>	<ul style="list-style-type: none"> <li>More accurate predictions in KS3</li> <li>Students are better prepared to meet the expectations of IGCSE First Language</li> <li>Most teachers confidently and consistently deliver Very good with outstanding features or better lessons with enhanced 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.</li> <li>Almost all teachers made progress and achieved their targets identified in IPP and rigorous support in place.</li> <li>All groups of students make outstanding progress in most lessons due to personalised support and stretched challenge to maximise their potential across all phases.</li> <li>All G&amp;T students identified with rigorous and effective use of data and lesson observations.</li> <li>Almost all G&amp;T students are effectively engaged and challenged in lessons and make progress from their starting points.</li> </ul>	<p>HODS and HOKS HOS, LAB members monitor and review provision (lesson observation, Book 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&amp;T through lesson observations, Book looks, personalised lesson plans, ALPs, TLPs-termly with prompt action</p>	<p>All teachers will complete paired observation with either senior or middle leader by end of 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&amp;T lists under review again after CAT4 assessments and 6 weeks of induction for all students.</p>

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"> <li>To raise Effectiveness of Leadership and Self Evaluation and improvement planning to outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>To embed systematic and rigorous self – evaluation using both internal and external data and all priorities to be accurately identified and analysed.</li> <li>To ensure all action plans are more coherent and focused across school and SEF is more precise and celebratory.</li> <li>School improvement plans to include extensive strategic and operational actions, which promote innovative and creative solutions to National and school priorities.</li> <li>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.</li> </ul>	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"> <li>All priorities identified including feedback from all stakeholders</li> <li>Accurate, precise and celebratory SEF.</li> <li>School knows its strengths and areas of weaknesses exceptionally well and effective actions are taken to ensure impact.</li> <li>Rigorous Monitoring – paired observations and impact evaluation by leaders at all levels enabling improved student outcomes across all phases.</li> <li>Outstanding exam results for June 2018 and continued improvement over time and improving trends of PT results.</li> </ul>	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&amp;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>