

<p>Year 5 Curriculum Content category Reading comprehension -Narrative and non-narrative texts</p> <p>Reading comprehension category Authorial technique Complex inferences</p> <p>Year 6 PTE Curriculum Content category English Skills: Grammar and Punctuation Reading Comprehension: Narrative</p> <p>Process category Authorial technique Simple inference Complex inference</p> <p>Year 7 PTE Curriculum content category English skills: Grammar and punctuation Reading Comprehension: Narrative Reading Comprehension: Non-Narrative</p> <p>Year 8 PTE Reading comprehension category Complex reference</p> <p>Year 9 PTE Curriculum content category Reading Comprehension: Non-Narrative</p>	<ul style="list-style-type: none"> Strategies included in lessons to develop better inferencing from the given passage or books read such as word, connotations, theme of the text. Continue to encourage reading and sharing reviews through library lessons. <p>Actions for year 7, 8, and 9</p> <ul style="list-style-type: none"> Increased passages in lessons for both narrative and non-narrative reading texts. Continue to Include language analysis through excerpts taken from varied genres and authors. Strategic reading lessons catering o reading comprehension with complex inferences, simple inference skills through the use of non-fictional texts. Continue integrating Reading texts and PISA style questions in lessons and assessments. <p>Continue to provide opportunities in lessons for</p> <ul style="list-style-type: none"> more challenging texts across different genres and historical periods, drawing on their inferential and contextual understanding. Identify how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning. 		<p>Texts, Personalised resources</p> <p>Enrichment opportunities</p>	<p>Students will be able to retrieve and collate ideas and information from a range of texts and discuss the difference between literal and figurative language.</p> <p>Large majority of students will be able to discuss and check their understanding of events, ideas and theme and are confident in discussing what they read.</p> <p>Students will be able to identify how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning.</p>		
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SCHOOL DEVELOPMENT AND NAP ACTION PLAN -ENGLISH -2022-2023

<p><u>Process category</u> Authorial Technique</p> <p><u>PIRLS</u> Target -599</p> <p><u>PISA 2018</u> <u>Processes</u> Locate information and understand <u>Texts</u> Single text</p>	<p>Increased opportunities for students to</p> <ul style="list-style-type: none"> • make inference about logical connections to provide explanations and reasons. • Integrate information across a text to explain relationship and sequence activities. <p><u>Actions Planned after gap analysis of PISA</u></p> <p>Continue to focus in lessons to further develop proficiency in locating information, including both accessing and retrieving information within a piece of text, and searching for and selecting relevant text.</p> <p>Continue focus on single texts to enhance process skills such as</p> <ul style="list-style-type: none"> • Scan and locate • Literal comprehension • Inference comprehension • Assess quality and credibility • Reflect on content and form <p>Continue differentiating texts for male and female based on their choice and interest to further accelerate engagement in reading.</p>		<p>Texts, Personalised resources</p> <p>Timely and effective feedback</p> <p>Enrichment opportunities</p>	<p>Students will be able to retrieve information from the given text. Large majority of students interpret and integrate story events and character actions and traits from different parts of the text. Most Students will be able to read and comprehend a wide range of fictional and non-fictional texts to be deep and wide readers. Most students will be able to infer complex scientific and mathematical concepts in word problems.</p>	<p>Reading scores in PISA 2018 has improved from 500 to 526 and Reading proficiency levels in PISA has shown a significant improvement.</p>
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STUDENTS' ACHIEVEMENT (PS1) (1.3 Learning Skills)					Leader: Head of English Secondary SLT In-charge: Head of Secondary Achievement Governor: Vice Principal External Evaluator: Vice President-GEMS	
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
Further develop student's ability to communicate their learning accurately and effectively. Promote Attitudes and motivation toward reading for learning and improve Students' skill, understanding and confidence in the use of reading strategies.	Encourage effective use of success criteria/rubrics, self-marking, peer marking. Further enhance opportunities to students in lessons to <ul style="list-style-type: none"> Lead the lesson Debate Ensure common reading strategies are used across subjects to reinforce reading literacy. Share Reading list with fiction and non-fiction texts with students termly to incorporate reading skills. Report Reading with award system (gold, silver and bronze) based on number of books read per term. Conduct Reading challenges - The Literacy Race to promote attitude to reading.	Ongoing Termly Ongoing	Rubrics Learning walks Book Look forms Reading action plan Displays and learning environment Work samples	Most students communicate their learning effectively. They understand and use rubrics to assess their learning and set targets. Most students participate in reading and write book reviews.	HOD/SID and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	Students are provided opportunities across lessons to lead lessons and engage actively to communicate their learning, lead part of lessons and in peer teaching.

2. Improve the Quality of Teaching and Learning. (3.1 and 3.2)				Leader: Head of English Secondary SLT In-charge: Head of Secondary Achievement Governor: Vice Principal External Evaluator: Vice President-GEMS		
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
<p>Improve the consistency of how well teachers</p> <ul style="list-style-type: none"> • use time in lessons to maximise learning • adjust teaching strategies to ensure students of all abilities make the best possible progress • embed students' mastery skills to enable them to securely attain above curriculum standards • accurately assess the depth of students' understanding 	<p>Identify the teachers where effective use of AFL to adjust teaching strategies is the focus point and work with them explicitly through</p> <ul style="list-style-type: none"> • Team teaching • Modelling • Lesson conferences • Paired and peer observations • Buddy support from VG/O teacher <p>Training focussing on effective use of data to personalise and effectively use AfL strategies measure progress and adjust strategies to ensure almost all students make better than expected progress.</p> <p>Ensure reflective practice where identified teachers record their individual lessons and evaluate use of time effectively in lessons.</p>	<p>Identification and cascading by the end of October, implementation, monitoring and support ongoing</p> <p>Ongoing</p>	<p>Pool of resources in phoenix folders including exemplar lesson plans, recorded lessons PD on effective questioning/ reflection sessions</p> <p>Sharing outstanding practices through Appreciative Enquiry and WINLEAPS</p> <p>Annotated lesson plans/SOW/Work Samples</p> <p>Rubrics</p> <p>TLP's, ILP's, IEPs</p> <p>Assessment trackers</p>	<p>Large majority teachers in Phase 4 and majority in phase 1, 2 and 3 meet prioritized objectives and maximize progress for most students with personalised challenge and support.</p> <p>Most students in Phase 1 and 4 and Large majority in phase 2 and 3 make better than expected progress through impactful AFL and effective questioning.</p> <p>Most students across all phases engage effectively and collaborate meaningfully with outstanding social and personal development.</p>	<ul style="list-style-type: none"> • SLT in charge of department • ML and Teachers on a monthly basis <p>Student leaders, LAB members on a termly basis.</p>	<p>Learning menus, to provide differentiation/personalisation and challenge.</p> <p>Use of incremental challenge questions to deepen learning</p> <p>Big Question/ Big Idea, Hook questions to develop critical thinking</p> <p>Use of Pad-let wall, Nearpod, Google forms, Google Slides, for Collaboration</p> <p>Use of Kahoot, Quizzes, Nearpod, Mentimeter, for Assessments</p> <p>From KS1 to KS3 – focus on learning to raise transferrable skills across curriculum areas and real life.</p>

<p>Ensure all teachers across phases have secure understanding of assessment data and use it most effectively for planning and delivering to meet the needs of all students.</p>	<p>Raise challenge through effective questioning- higher order, open ended.</p> <p>Ensure teachers accurately assess students understanding and consolidate their learning through effective questioning- probing/funnel/ hinge style</p> <p>Provide regular training to teachers to plan effectively using assessment information.</p> <p>Rigorously monitor provision in lessons to ensure consistent implementation instructional accommodations, support and technologies as needed for SEND students.</p> <p>Ensure high levels of personalized challenge, enrichment, extension and acceleration opportunities for G and T students in all lessons.</p> <p><u>Enabling a culture of self-reflection and development throughout the school at all levels through reflection by students in their lessons, teachers, middle leaders' sessions led by SLT, respective ML and identified outstanding practitioners</u></p>	<p>Ongoing</p>	<p>Lesson observation app IPP's</p> <p>Pre and Post observation form Peer observation</p>	<p>All new teachers develop a good understanding of outstanding practice and expectations and try implementing these in their lessons</p> <p>Existing teachers develop a reflective culture that helps them to further enhance their teaching pedagogies to continue to secure their practices</p>		
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