MEXBOROUGH St JOHN the BAPTIST PRIMARY SCHOOL

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|  | **EofY Targets** | **Mid-year Review (Assessment point 2)** | **Actuals** |
| **Overall Effectiveness** |
| **Y1** | **Reading A/A+ : 79 %****A+ : 31%****Writing A/A+: 79.3%****A+ : 17%** | **Reading A/A+: 79.3%****A+ : 31%****Writing A/A+:79%****A+ : 20.7%** | **Reading A/A+:%** **A+ : %****Writing A/A+:%****A+ : %** |
| **Phonics Y1** | **% to meet standard in Y1** | **88% to meet standard in Y1** | **% met standard in Y1** |
| **Y2** | **Reading A/A+:80 %****A+ : 31%****Writing A/A+: 76.6%****A+ : 26%** | **Reading A/A+: 79.3%****A+ : 31%****Writing A/A+:72%****A+ : 17%** | **Reading A/A+:% (%)****A+ : %****Writing A/A+:% (%)****A+ : %****(GLD: %)** |
| **Phonics retake Y2** | **% to meet standard in Y2** | **71 % to meet standard in Y2** | **% to meet standard in Y2** |
| **Y3** | **Reading A/A+: 79%****A+ : 35%****Writing A/A+: 82 %****A+ :28.5 %****SPAG A/A+:%****A+:%** | **Reading A/A+: 78.6%****A+ : 35.7%****Writing A/A+: 78.6%****A+ : 25%****SPAG A/A+: 78.58%****A+: 14.29%** | **Reading A/A+: %****A+ : %****Writing A/A+: %****A+ : %****SPAG A/A+:%****A+:%** |
| **Y4** | **Reading A/A+: 81%****A+ : 30%****Writing A/A+: 80%****A+ : 23%****SPAG A/A+:%****A+:%** | **Reading A/A+: 85%****A+ : 31%****Writing A/A+:65 %****A+ : 23%****SPAG A/A+: 61.54%****A+: 11.54%** | **Reading A/A+: %****A+ : %****Writing A/A+: %****A+ : %****SPAG A/A+:%****A+:%** |
| **Y5** | **Reading A/A+: 77%****A+ : 36%****Writing A/A+: 77%****A+ :40 %****SPAG A/A+:%****A+:%** | **Reading A/A+: 76.2%****A+ : 38%****Writing A/A+: 77%****A+ : 27.3%****SPAG A/A+:%****A+:%** | **Reading A/A+: %****A+ : %****Writing A/A+: %****A+ : %****SPAG A/A+:%****A+:%** |
| **Y6** | **Reading A/A+: 77%****A+ : 30%****Writing A/A+: 83%****A+ : 33%****SPAG A/A+:%****A+:%** | **Reading A/A+: 79%****A+ : 28%****Writing A/A+: 79%****A+ : 21%****SPAG A/A+:79.31%****A+ 41.38:%** | **Reading A/A+: %****A+ : %****Writing A/A+: %****A+ : %****SPAG A/A+:%****A+:%** |

English Action Plan 2018-19

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| **Subject Priorities** |
| **Objectives** | **Action** | **Impact** |
| **Develop QfLs and Steps to learning across school ensuring that QfLs match learning and steps are differentiated and also contain challenge for GD.** | * Autumn term: Staff training/meeting on developing QfLs and Steps to Success and how they relate to the learning. Steps to success-are they differentiated? Do they include challenge for GD children?
* Autumn term: Book scrutiny to assess use of QfLs. CPD to be put into place where any misconceptions are identified.
* Develop challenge for GD pupils across school by application of skills in a variety of ways.
 | **Autumn – Work scrutiny shows that QFLs and steps to learning have improved across school and relate to learning intention. There is challenge for GD learners across classes.****Spring –** **Summer -**  |
| **Increase phonics attainment in FS/KS1 to meet national expectations.** | * Autumn term: Staff training on phonics (AM).
* Introduce tool for assessing phonics (AM).
* Drop ins and book scrutinies to ensure consistent approach to phonics is being used.
* List of useful websites to make phoics fun shared with staff.
* Ensure appropriate resources are available where needed.
* Pooling TA skills across classes.
 | **Autumn – Training completed. Support staff skilled in leading phonics groups. Groups identified and targeted through implemented tracker system** **Spring –** **Summer -** |
| **Increase writing attainment across school with a focus on SPaG to ensure children reach their year group objectives without gaps in learning.**  | * Autumn term: Staff training/ meeting on developing SPaG across year groups and ensuring accurate SPaG objectives are taught at the correct level. This will ensure good progress across year groups.
* Introduce Place Value of Punctuation Resource as a tool support planning and teaching across year groups.
* Provide list of good websites (Grammarsaurus) to support teaching and learning of SPaG and writing.
* DH to seek opportunities for staff to observe good quality of modelled writing throughout school.
* Ensure engagement of GD pupils in the process of writing by giving them opportunities to choose genre and format for writing.
* Develop use of a writing checklist for extended pieces of writing so that children are clear of what how they will be successful.
* Moderating across key stages and other schools to ensure consistency in marking and assessment.
 | **Autumn – Resources shared at staff meetings; staff given progression documents for each year group which provides support for SPaG teaching and details of content and expectations. Drop-ins show that staff have good knowledge of SPaG teaching and learning for their year group across key stages.** **Spring –** **Summer -** |
| **Introduce varied experiences that encourage engaging opportunities for children that enable them to be enthusiastic about learning. A particular focus on boys’ reading and writing plus GD learners.** | * DR to attend IPEEL training and trial this in Y4.
* DH to research how schools have successfully engaged boys in reading and writing. Ideas discussed at SLT and programmes of study to be implemented.
* Ensure engagement of GD pupils in the process of writing by giving them opportunities to choose genre and format for their own writing.
* Provide opportunities for team teaching and shared planning to support and guide staff in ensuring opportunities for GD in planning.
 | **Autumn –** **Spring –** **Summer -** |
| **To ensure reading is placed at the centre of the curriculum** | * Yearly Overviews identify focus topic books and class readers.
* Focus authors – dedicated classroom space for author packs, prompts and questions to be changed regularly. Access for chn during independent reading time.
* Reading buddy scheme; shared reading session with partner from another year group.
 | **Autumn – Classes following novel study approach. Raised profile of reading across school. Focus author displays supporting range of reading skills developed through Big Picture sessions.** **Classes paired up for buddy sessions developing fluency, comprehension skills and reading for pleasure. Parents engaging in stay and share reading sessions; higher motivation for children reading to different audiences** **Spring –** **Summer -** |
| **To raise the profile of reading and promote a reading culture around school** | * Create immersive reading areas in all classrooms.
* Develop range of reading material; fiction, non-fiction, poetry, graphic novels, magazines and children’s newspapers. Furniture to allow for comfortable and relaxed seating.
* Friends of St John to raise funds to develop story sacks matched to topic books – contain props, puppets, resources, audiobooks
* Rolling programme of class sets of books purchased to support novel study
* Class with highest amount of home reading over a term gets to choose which authors/books money is spent on. Shopping trip for two class members with the head teacher to a bookshop to choose them.
 | **Autumn – Immersive reading areas contributing to greater engagement with books. (pupil voice)****Reading subject leader approached book companies to evaluate broader range of reading materials with view to purchasing non-fiction and poetry books.****Spring –** **Summer -**  |
| **Develop the outdoor environment to support reading for pleasure** | * Storytelling chairs /once upon a time bench for use by staff as well as chn especially at lunchtimes
* Develop decked stage area/circle for chn to act out stories, arbours/ shaded areas for chn to sit and share books.
* Book buckets to be used at breaktimes
 | **Autumn –****Spring –** **Summer -** |
| **To raise attainment and progress in reading** | * Novel study as part of every topic
* Older children to read regularly with younger children
* Benchmark training for new staff
* Identify any gaps in reading materials. Purchase quality guided reading materials for EYFS and KS1
* Develop understanding of GR structure, skills and question types for staff
* Monitor guided reading planning and sessions
 | **Autumn – Regular benchmarking carried out by staff gives clear assessment of reading skills and reading for understanding. Individual and guided reading books tightly matched to ability with room for instructive teaching.** **Spring –****Summer -** |
| **To increase the % of children working at greater depth in reading** | * Pupil progress meetings and monitoring reading trackers to identify opportunities for intervention to develop greater depth children
* Pupil interviews to assess greater depth understanding
* Increase parental involvement by organising events which promote reading at home
 | **Autumn – Intervention groups for GD reading in place.****Classes on track for achieving GD end of year targets at assessment point 2****Spring –** **Summer -** |
| **To increase the % of children passing the phonics screening test, closing the gap between school and National** | * Monitor delivery of phonics sessions
* Monitor phonics tracker to calculate % of children on track at each phase
* Pupil progress meetings to identify children who need additional support
* Mock phonics screening held in Jan
 | **Autumn – Intervention groups set up for identified children to ensure they pass phonics screening****Spring –** **Summer -** |
| **To continue to develop knowledge of subject leaders and staff** | * Attendance at authority subject leader meetings to remain up to date with moderation requirements
* Feedback new developments to staff
* Lead training staff meetings
* Work with DH, Jo Davenport and JMAT to support teachers
 | **Autumn – Y2 and Y6 teachers aware of changes in moderation. Regular moderation carried out with ROSIS and JMAT consultants.****In school moderation carried out to apply consistent judgements across phases.****Spring –****Summer -** |