

Action Planning



School Improvement Priority:

1. Developing the skills of middle leaders so they make a more significant contribution to school improvement.
2. Providing pupils with greater opportunities to hone their writing skills across different genres and subjects.
3. Ensuring that teachers plan activities which provide greater challenge for their most able pupils.
4. Further increase rates of progress Disadvantaged Pupils in writing.
5. Increase the number of PP pupils working at GDS.

Lead person and accountable for the plan:

Jo Naylor

SUCCESS CRITERIA:

1. 100% of literacy subject lead actions are data driven and evaluated half termly.
2. 100% of pupils in KS1 and KS2 are producing at least three pieces of cross-curricular writing per half term evidenced where appropriate with KPI stickers.
3. Differentiated WALTs used for writing focused tasks in 100% of literacy books monitored with clear extension for most able. Marking of GDS work provides challenge in 100% of books monitored.
4. Averaged across the school as of July 2018 PP writing at expected or above is 16% below national. Narrow the gap between PP and Non-PP so years 1, 2, 3, 4 and 6 are broadly in-line with national (66%) and a Y5 increase by 12% (3 pupils).
5. 20% (3) of all PP children to be working at GDS in writing by the end of academic year.

Action:

Lead Person:

Timescale start and end dates:

Ongoing evaluation and ragging:

On track to improve outcomes

Slight modification required to improve outcomes

Immediate modification required

Literacy Priority 1

1. Data driven action planning
2. Data and question level analysis on the 2018 SATS
3. Data analysis of historic pupils verses new.
4. Weekly evidence folders created to gather evidence of actions and impact of whole school development.
5. Half termly evaluations of impact.

JN

Autumn

Spring

Summer

Literacy Priority 2 1. KPI stickers produced for all year groups and policy written. 2. Topic Books monitored every half term for three pieces of cross-curricular writing by literacy lead. 3. Staff training about cross curricular writing opportunities. 4. Cross-curricular writing used as evidence in KTSA yr group moderations. 5. Cross Curricular writing workshop days.	JN Subject Leaders		Autumn	Spring	Summer
Literacy Priority 3 1. All teachers aware of who the HPAs are in their class. 2. Staff meeting on marking by subject lead. 3. Lit & Lan training for new KS2 teachers. 4. Book Monitoring/Guided Reading half termly by subject lead with specific HPA/GDS focus 5. Literacy Policy rewritten. 6. RWI Development Day – GDS focus 7. Half termly HPA tracking by Subject Lead.	JN		Autumn	Spring	Summer
Literacy Priority 4 1. KS2 PP to attend KEAP workshop 2. New pupil conferencing approach after cold and hot task. 3. Freshstart Intervention for Y5 PP pupils. 4. Monitoring of specific Y4 and Y2 PP. 5. Developing the use of ‘Progression in Language Structures’ within literacy lessons. 6. RWI Development Day focus on Get Writing. 7. Lit & Lan Development Day focus on successful partner work and oral rehearsal. 8. Work with PP to enter Young Writers Competition.	JN		Autumn	Spring	Summer

Literacy Priority 5

1. Target HMS (Y3), HG (Y5) and KT (Y6) for GDS.
2. Book monitoring and feedback to teachers.

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