**Action Plan for English 2023-2024**

**Key Priorities**

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| **Achievement of pupils** | 1. To monitor the attainment in 2023-2024 of KS1 and KS2 children in English. 2. To review the progress of vulnerable groups and identify any trends. 3. To trial an online intervention for children who are identified as dyslexic. |
| **Quality of Teaching and Learning** | 1. To ensure all support staff are able to support children in their next steps in reading. 2. To enhance our whole school approach to the teaching of reading. |
| **Leadership and Management** | 1. To develop an effect programme of workshops and resources to enable parents to effectively support their child in reading and writing. 2. To organise an inter school poetry slam. 3. To promote and develop the use of the school library. |
| **Culture** | 1. To continue to foster a love of reading in school. |

**Achievement of Pupils.**

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| **Aim** | **Research** | **Strategies** | **Success Criteria** | **Timescale** |
| **To monitor the attainment in 2023-2024 of KS1 and KS2 children in English.** | * When teachers hold differentiated expectations for students in their classrooms, this can be related to lower academic achievement. This speaks to the need to norm all teachers on a culture of high expectations before the school year even starts.   Timmermans, A., and Rubie-Davies, C. (2018). [Do teachers differ in the level of expectations or in the extent to which they differentiate in expectations? Relations between teacher-level expectations, teacher background and beliefs, and subsequent student performance](https://www.tandfonline.com/doi/full/10.1080/13803611.2018.1550837). Educational Research and Evaluation, 24(3-5), 241-263. | * Review the progress in both key stages with SLT * Analysis of the gaps. * Implement intervention strategies | * Clear analysis and narrative. * Provision map created * Gaps identified and coherent plan put into place. | * Completed by Oct 2023 * Ongoing reviews on a half termly basis. |
| **To review the progress of vulnerable groups and identify any trends.** | * Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. * Interventions should be carefully targeted through identification and assessment of need.   EEF SEND in mainstream Education March 2020 | * Analyse the performance of vulnerable groups. * Identify which strategies have been successful and implement support where required. | * Clear analysis and narrative. * Gaps identified and coherent plan put into place. | * Completed by Oct 2023 * Ongoing reviews on a half termly basis. |
| **To trial an online intervention for children who are identified as dyslexic.** | EEF USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING (Oct 2021)   * Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. * Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. | * Identify children who would benefit from this support. * Complete personalised assessment. * Children to begin programme (3 sessions per week) * Half termly review of data * Support/information for parents so they can work in partnership with school. | * Increase in reading ages, fluency for children. * Parents able to further support their child (identified through survey) * Pupil voice interviews to gather feedback. | * Assessments completed Sept 2023 * Intervention for 12 months with half termly reviews. * Data reviewed July 2024 |

**Quality of Teaching and Learning.**

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| **Aim** | **Research** | **Strategies** | **Success Criteria** | **Timescale** |
| **To ensure all support staff are able to support children in their next steps in reading.** | EEF Use of Teaching Assistants (June 2021)   * Investigating in professional development for teaching assistants to deliver structured interventions can be a cost- effective approach to improving learner outcomes. * Targeted intervention where teaching assistants are trained to deliver intervention to small groups has a greater impact. | * KM to deliver training based on monitoring and data analysis to support staff in developing every child as a reader. * To audit the resources, we have and update any that need it. * Training on use of the reading scheme. | * KM to deliver staff training Autumn Term 2023. * Lesson observations and discussions with teachers completed and a brief report written. * New resources that will support teaching and learning. | * Training delivered in Autumn and Spring term * Audit resources Autumn 2023 |
| To enhance our whole school approach to the teaching of reading. | DfE READING FRAMEWORK (July 2023) | * Subscription to Literacy Shed for use of VIPERS resources. * Staff training by KM * Creation of model planning for a unit | * Training for staff. * Model planning created and shared | * Autumn Term 2023. |

**Leadership and Management.**

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| **Aim** | **Research** | **Strategies** | **Success Criteria** | **Timescale** |
| **To develop an effect programme of workshops and resources to enable parents to effectively support their child in reading and writing.** | EEF WORKING WITH PARENTS TO SUPPORT CHILDREN’S LEARNING  (Oct 2021)   * For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes. * Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading. | * Develop and deliver sessions for parents on supporting reading and writing. Including supporting your child with phonics, wider reading in KS2 * Enhance resources on the school website to include video clips of how to listen to your child read. * Termly reading newsletter | * Workshops delivered and feedback gathered from parents in attendance. * New resources available on website including clips * High attendance at weekly reading mornings | * Workshops delivered in the autumn term 2023. * Resources available on website by Spring 2024 * Reading newsletter ongoing |
| **To organise an inter school poetry slam.** | CLPE (2018)   * Working with professional poets so that children can understand the process of poetry creation, performance and presentation   <https://clpe.org.uk/system/files/>  Poetry%20in%20Primary  %20Schools\_0.pdf | * Invite local cluster of schools to participate in the project. * Arrange for a poet to work in each school to prepare for the slam. * Slam to take place at St Thomas’ with judges. * Raise the profile of poetry through assemblies and local press. * Enhance poetry section of the school library. | * Poetry workshops delivered, feedback from schools and children reviewed * Buzz created in schools regarding poetry. * Poetry slam taken place and prizes awarded. | * Poetry slam to take place in Autumn/Spring term |

**Culture.**

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| **Aim** | **Research** | **Strategies** | **Success Criteria** | **Timescale** |
| **To continue to foster a love of reading in school.** | DfE READING FRAMEWORK (July 2023)   * READING IS A CATALYST Reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation, proficiency and motivation in reading. | * Author visits * Book Club for Years 5 and 6 * Reading newsletter * Reading challenge * Assemblies based on books * High quality English Curriculum based on high quality texts. * Workshops for parents. * Weekly Reading mornings * FOTB to support in the development of an outdoor reading shed. | * Rainbow Pod to effectively implement year B of the curriculum * Author visits completed * Book Club established * Termly reading newsletter. * Review of English curriculum | * Ongoing * Author visits Autumn term * Termly pupil voice and monitoring with English governor |

**Katherine Muncaster July 2023**