



**Strategy 2:**

**Raise standards and improve outcomes for all pupils in English.**

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
<b>2.1 Effective planning, which helps embed concepts and shows clear coverage of year group statements and progression.</b>	EK (KS1)  KP (EYFS)	Consistency of planning across phase.  Coverage of year group statements in planning and children's work through use of Interim Framework stickers.  All children can access learning through effective differentiation.	Key Stage meetings- planning scrutiny  Book looks- does learning match planning, showing clear Learning Outcomes through use of stickers and marking, does learning show progression across the course of the year?	EK/KP  EK/KP		
<b>2.2 Moderation of writing in Reception and KS1 across the year</b>	EK	Children's work to be moderated across YR and Y1 throughout the year across year groups and whole school.  Independent work that is not heavily scaffolded to be used for moderation to identify the progress made.	KS1 and EYFS individual and joint moderation meetings. (KS1 using assessment books)  English learning walks  Book looks and observations	EK  EK EK/GS	Y2 Moderation Meeting with Spencer May 2 <sup>nd</sup> 2018	

**Mission: Outstanding by 2018**

Link Governor: **Rhiannon Sheerman**

**Strategy 2: Raise standards and improve outcomes for all pupils in English.**

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
<b>2.3 Consistent and effective use of marking and assessment to inform planning</b>	EK (KS1) KP (EYFS) HL	All children making progress in English.  Clear overview of present attainment through SPTO.  Books show clearly for each individual child which Learning Objective they are secure in.  Green marking to promote consolidation and further progress.	SPTO analysis  Pupil progress meetings  Reports to Governors  Book looks	KP  GS/HS  EK/KP  EK/GS		
<b>2.4 Develop handwriting across the school</b>	EK (KS1) KP (EYFS)	Overview of handwriting progression to be followed across EYFS and KS1  Consistency across EYFS and KS1: Use of handwriting books along with handwriting stickers  All children have the opportunity to learn handwriting families and develop their handwriting.	Timetabled handwriting sessions in place by all teachers.    Handwriting book looks	EK    EK		
<b>2.5 To continue to improve outcomes in reading, through Guided Reading and individual reading.</b>	EK	Guided Reading sessions to be carried out by KS1 teachers, and EYFS for final term of Reception.  Full coverage of Reading Statements from SPTO to be covered in Guided Reading	Guided Reading learning walks    Guided Reading Planning scrutiny	EK    EK		



		<p>planning, using SPTO stickers.</p> <p>All children have the opportunity to be heard reading in school, and priority readers are named to help improve outcomes for those readers who are below the standard.</p>	<p>Priority readers to be highlighted and heard on a priority basis throughout the week.</p>		
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**Milestones**

Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
English Subject Leader (ESL) Senior Leadership Team (SLT)	2.1 Planning for coverage and progression	<p>Year overview in place (Terms 1-5) ensuring coverage and progression (EK KS1, KP EYs)</p> <p>Review of planning with KS1 team (Ts)</p> <p>Weekly KS1 meetings to look at planning for following week (Ts)</p>	<p>Look at planning for year 1s in reception classes (EK)</p> <p>Review of planning with KS1 team (Ts)</p> <p>Weekly KS1 meetings to look at planning for following week (Ts)</p>	
Teachers (T) Teacher Assistants (TA)	2.2 Moderation of writing	<p>Assessment Books to be used to collect evidence of independent writing (KS1).</p> <p>Early Years to show <b>HOW DO EYFS SHOW ASSESSMENT?</b></p>	<p>Joint moderation for EYFS and KS: Opportunity to share and compare independent writing from assessment books which is not heavily scaffolded.</p> <p>Opportunity for KS1 and EYFS to understand ELG and Interim statements and how they impact each other.</p>	<p>End of Year assessments</p> <p>SPTO</p>

Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
	2.3 Marking and Assessment	<p>Clear overview of present attainment through SPTO</p> <p>Pupil Progress Meetings to look at attainment, targets and progress</p> <p>Fill in overview of Interim Framework Learning Outcomes covered so far in children's books (KS1)</p> <p>Green marking to promote consolidation and further progress in books when ch working with T or TA</p>	<p>Clear overview of present attainment through SPTO</p> <p>Pupil Progress Meetings to look at attainment, targets and progress</p> <p>Fill in overview of Interim Framework Learning Outcomes covered so far in children's books (KS1)</p>	<p>Clear overview of present attainment through SPTO</p> <p>Pupil Progress Meetings to look at attainment, targets and progress</p> <p>Fill in overview of Interim Framework Learning Outcomes covered so far in children's books (KS1)</p>
	2.4 Handwriting	<p>Handwriting Progression Map in place and clearly shown to all teachers in writing policy review meeting (EK)</p> <p>Sticker format ready to use and uploaded to Office 365 for all teachers to access (EK)</p> <p>Interactive Whiteboard resource ready for handwriting sessions, and uploaded to Office 365 (EK)</p>	<p>Handwriting Book looks and discussions with staff to reflect on Handwriting policy and review.</p>	<p>Celebrate handwriting! Possible 'event' which could allow children to enter their neatest work and win a prize!</p>
	2.5 Reading	<p>Guided Reading to continue to take place in KS1</p> <p>New reading books to fill up Home Reading boxes.</p> <p>New, up-to-date phonetically plausible books to encourage and excite children to read more at home and at school.</p>	<p>Parent volunteers to hear readers regularly in classes.</p>	<p>Guided Reading to take place in KS1 and to be introduced in YR this term.</p> <p>Guided Reading learning walks (EK)</p>



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<b>Monitoring and Evaluation: English Subject Leader (SL) Teachers (T) Teacher Assistants (TA)</b>			
	<b>Terms 2 2016-17</b>	<b>Term 4 2016-17</b>	<b>Term 6 2016-17</b>
8.1 Planning			
8.2 Moderating			
8.3 Marking and Assessment			
2.4 Handwriting			
2.5 Reading			