

# Literacy Review Autumn 2 2017

## **Achievement**

attainment and progress and quality of learning for individuals, different groups, PP HA, SEN

### KS1 End of Year 2 (TA)

- Reading 71% exp 29% exc
- Writing 66% exp

### KS2 End of Year 2017:

- Reading 55% exp 18% exc
- Writing 70% exp 14% exc
- Spag 52% exp 16% exc

Currently below national average in,spag and Reading for attainment

### **Success criteria:**

Attainment at end of 2018 for KS2 to show improvement and closing of gap between National and School results.

- Identified children to make accelerated (6+) points progress

### **End of 2017**

Attainment in KS1 has increased over the last 3 years.

Targeted intervention in KS1 in reading, spag and writing has raised attainment although none achieved exceeding in writing

Attainment in KS2: Reading and Spag was below national expected and writing was in line with national expectation

### **Predictions:**

Children to achieve at 6+ checkpoints progress throughout the year.

KS1 predicted data.

Reading exp 76% reading exc 29%

Writing exp 68% writing exc 16%

KS2 predicted data for 2016

Reading exp 82% reading exc 19%

Writing exp 82% writing exc 19%

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD	Autumn	Spring	Summer
<b>CPD and Interventions</b>								
CPD for new literacy co-ordinators to ensure Literacy leadership is effective.	FT/ KW/ TP	Effective leadership of literacy throughout the school leading to raised achievement.	TP/ST/AC/FT/ KW	Sept 17	Subject Leadership course, Dandelion Learning FT/KW  Half termly Literacy leader TPAT meetings.	Course booked for 3 October  First meeting 27.9.17		
CPD for all teaching staff on co-constructed rubrics, childrens' reflections and Critique	FT/TP all teachers	Increased impact of rubric/critique process on standard of writing and presentation easily identified by both children and staff.	FT all teachers	Jan 18- Jan 20	Twice termly staff meetings	Coaching conference calls with Angela Armitage, EOS	2 x staff meetings booked - 8 Jan, 12 March - children's reflection and co-constructed rubrics	2 x staff meetings booked - 23 April, 11 June Gallery Critique
CPD for all teaching staff to update spelling skills.	KW/ FT	Raised achievement in spelling across the school	KW/FT	Sept '17	INSET on spelling led by KW.	Inset held at beginning of Autumn term and new spelling scheme introduced. Splendid Spelling observed across phases though not in all classes.	Splendid Spelling to be introduced in Phase 1 as part of phonics spellings. Training for Phase 1 TAs to deliver some of the activities to consolidate spelling. Phase 2 (Amber and Magenta) to deliver splendid spelling on Friday when giving out spellings. Continue to monitor effectiveness.	Continue to monitor effectiveness, with particular note on impact of spelling scheme on KS2 SPaG results.

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD	Autumn	Spring	Summer
1:1 and small group intervention for reading, writing and phonics to be started in Autumn term for all phases. Particular attention to be paid to PP HA.	LH/CS? FT/JP/ GM/ SJ	Children will have been identified and have filled any specific learning gaps and be on track to make expected / accelerated progress. Targets will be reinforced and SATS preparation for Y6 will make children confident. PP HA children will make accelerated progress	Phase leaders/ FT Meetings with GME, GM, and JP	Oct '16 Dec '16 Feb '17 Apr '17 Jun '17 Jul '17	In house support for TAs delivering interventions	JP taking writing and reading intervention with Year 6 HA writers and just below expected readers. Working with Year 3/4 children, using art as a link to writing to enthuse and inspire.	To be reviewed and extended to include reading with reluctant/struggling readers across KS2.  Children to be grouped around specific need and JP to deliver shorter, more intensely focused sessions.	Impact to be reviewed. Children to be grouped around specific need.
Progress review every 1/2 term to track and inform support	FT/ Phase leaders	Teachers are confident to talk about each child, their progress and ways of providing intervention to fill any gaps. Targets for children are aspirational and challenging.	Phase leaders/ FT	Oct '16 Dec '16 Feb '17 Apr '17 Jun '17 Jul '17	N/A	Review of interventions at CP1 and CP2	Review of interventions at CP3 and CP4	Review of interventions at CP5 and CP6 and with particular reference to end of key stage results
Learning journals - children to be aware of expectations and progress	FT/ Phase leaders/ Teachers	Children's progress and self awareness in Reading, Writing and SPaG to be evidenced through learning journals. Children are aware of their own targets, can find examples in their work and discuss ways to meet their targets.	FT - pupil conferencing	Phase leaders to monitor weekly in phase. TP/AC learning walks	N/A	Termly pupil conferencing	Termly pupil conferencing	Termly pupil conferencing

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD	Autumn	Spring	Summer
Across the school to highlight PP high achievers and to ensure support is in place to ensure progress and attainment	FT/JA/ Phase leaders	Targeted intervention and in-class learning to result in PP HA children making the correct amount of progress.	Phase leaders to meet with phase teachers half termly to identify HA PP children and track progress	Oct '16 Dec '16 Feb '17 Apr '17 Jun '17 Jul '17	N/A	Data from CP1 and 2 Pupil conferencing Phase leader meetings with staff	Data from CP3 and 4 Pupil conferencing Phase leader meeting with staff	Data from CP5 and 6 Pupil conferencing Phase leader meeting with staff.
<b>Reading</b>								
To carry out review of approaches to reading across school to identify successful strategies	FT/ KW	Good practice in teaching reading to be collated across schools and shared. Success of Novel Study v Reading Roundabout in Phases 2 and 3 to be evaluated.	FT/SLT	Aut 17	In house training for Phase 1	Pupil conferencing, learning drop-ins undertaken. DERIC strategies introduced in Phase 2 and 3 working alongside Novel Study.	Pupil conferencing, learning drop-ins. DERIC strategies to be introduced in Phase 1.  Review of impact through data.	Pupil conferencing, learning drop-ins. Review to be submitted to SLT for discussion.
To submit bid for Library grant for the purchase of new books and furniture for library	SC/FT	The library will become an increasingly effective learning space where children can support their learning through a range of books			N/A	SC and AC collate report.  Specific books to be identified.		
Ditty books to be carried forward from EYFS into Phase 1 for those children who still require this support, particularly at start of Year 1 to support phonics.	FT/ KM/ HS	Children become increasingly secure at using phonics to decode unfamiliar words and more fluent at recognising sight words. Ditty books will form focus for guided reading session with adults.	FT/KM	Aut. 17	In house training for teachers/ TAs in Phase 1 in how to use the Ditty Books successfully to support phonics learning. ST / HS(Butterflies) to be consulted.	Training for TAs and Teachers in using Ditty Books to be led by ST/ HS. Ditty Books to be incorporated into Phase 1 reading sessions.	Training for TAs and Teachers in using Ditty Books to be led by ST/KM. Ditty Books to be incorporated into Phase 1 reading sessions.	Assess impact of Ditty books in Phase 1 Scrutinise Y1 phonics results to assess.

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD	Autumn	Spring	Summer
Review and assess impact of Reading University intervention and how children are chosen for the programme.	FT/KM/Reading Uni TAs.		FT/KM/JA	Ongoing	Refresher training for LB and SW as appropriate	Observation of Reading University lessons, identify areas of strength and those to develop.	Choice of children to be reviewed to ensure RU is targeting children most likely to benefit. Ensure the RU staff not being used to 'listen' to readers. SC to take on this role.	Impact of RU on reading progress reviewed against end of year data.
Re-introduce Reading Cloud to ensure staff and children are using to its optimum.	FT/SC		FT/SC	Nov 17	In-house staff meeting time - SC to deliver training in how to use Reading Cloud to assess children's reading.	Staff meeting input from SC to be set up.  Technical problems with Reading cloud have delayed this.	Staff meeting from SC 8 Jan. Relaunch Reading cloud with children. Teaching staff to begin to use Reading Cloud to monitor and challenge children's reading habits.	Assess effectiveness for staff to identify and challenge reluctant readers
Writing								
To include a 'cold' writing task (topic based) alongside other half termly assessments to assess children's progress and attainment	FT/Teachers	Children will show their skills independently and enable teachers to make a more precise assessment for checkpoint for individuals and to identify whole class/year group gaps for focussed input.	FT	Every Check point	N/A	Assessment at CP1 and CP2  Some phases have used 'first draft' of critiqued piece for this purpose.	Assessment at CP3 and CP4	Assessment at CP5 and CP6. Assessments to be used as hard evidence for end of KS1 NS KS2 TA for writing.
To moderate writing across the school	FT/TP all teachers	Continuity on assessing writing across all staff which will ensure accurate assessment.	Moderation	Termly	Moderation held with schools across TPAT to find appropriate levels	Moderation across school. Book scrutiny meeting cancelled Dec.17	Moderation across school/TPAT cluster.	Moderation across school/TPAT cluster.

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD	Autumn	Spring	Summer
In KS1, to target children on cusp of exceeding in writing to raise the percentage of children attaining at end of KS1	KM/FT	Continued intervention to result in high achieving children making accelerated progress in writing to achieve exceeding at the end of KS1	KM to meet with Phase 1 teachers half termly to identify children off track for making accelerated progress.	Oct '16 Dec '16 Feb '17 Apr '17 Jun '17 Jul '17	N/A	Impact of intervention to be assessed at CP1/2.	Impact of intervention to be assessed at CP3/4	Impact of intervention to be assessed at CP5/6
Review of marking policy in light of 2017 writing moderation guidelines	FT/ST/staff	Children to feel confident in understanding marking policy and how to use this to aid progress and attainment. Teachers, particularly Y2 ad Y6 to have evidence for writing moderation at end of Key stage.	FT/ST	Aut 17	N/A		Review of marking policy with staff.	



Action:	Led and support ed by:	Impact:	Monitoring the impact?	Start/ finish date	CPD	Autumn	Spring	Summer
To engage and motivate independent learners through an authentic immersive learning approach across the curriculum, resulting in high quality writing.	FT	All children to make expected progress and above in writing through a range of text genres for real purposes. Writing workshops to take place within challenge lessons to extend the children's writing skills. Children to be writing across the curriculum, taking writing into a broader spectrum than just within a literacy session. Children will become increasingly confident at using writing as a way to present their understanding.	FT/ST/AC to monitor progress in writing across phases half termly.	Oct '16 Dec '16 Feb '17 Apr '17 Jun '17 Jul '17	FT- Angela Armitage EOS Coaching Sessions	Link to book scrutiny/ writing moderation	Drop in on cross curricular writing sessions to see true immersion	Drop in on cross curricular writing sessions to see true immersion
Oracy								
Oracy to become an integral part of the literacy learning process and to be included in Project planning. Teachers to consider an oracy milestone/mini project in at least one term.	FT	Children will become increasingly confident at 'talking for writing' and presenting their writing in a variety of ways alongside oracy being an outcome in itself. Opportunities to be built across the topic to use oracy i.e. POLs and verbal critiques/Virtues assemblies etc.	FT	Aut 17	N/A	Opportunities for Oracy to be included on Spring Term topic plans during planning.	Opportunities for Oracy to be included on Summer Term topic plans during planning.	Opportunities for Oracy to be included on Autumn Term topic plans during planning.

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD	Autumn	Spring	Summer
Speaking and listening objectives to be added to Scholar Pack and assessed at each check point	FT/ Phase Leaders/ All teachers	Increased emphasis to help children to become aware of oracy as an important part of their learning skillset not just for now but for the future.	FT/SLT	Aut 17	N/A		Add S&L objectives to Scholar Pack	
Children become increasingly confident at talking before an audience	All teachers	Children produce excellent quality P.O.Ls that reflect their learning, skills and knowledge. These are given real and authentic audiences. Videos of good POLs to be collated for use across school to inspire others.	FT	ongoing	N/A	Set up folder on server for POLs and collect examples.		
Critique and re-drafting to be an integral part of learning and progress, with particular focus on how SEN children can access successfully.	FT/All teachers/ST	SEN Children can up level work independently using self and peer assessment to add rigour. They can discuss reasons for change and the impact it has had on their work. They feel an important and valued part of the process.	Subject leaders.	Aut 17	FT - online video coaching sessions with AA, EOS	29.11.17 Critique planning of two year plan - video conference on how to move critique forward Critique children's conferencing completed. Staff sugar paper exercise in staffroom for feedback. Phase 1 drawing critique back to verbal critique in small adult led groups to 'teach' critique skills discreetly	See notes in CPD section above	See notes in CPD section above



Action:	Led and support ed by:	Impact:	Monitoring the impact?	Start/ finish date	CPD	Autumn	Spring	Summer
Bank of excellent writing examples across the school to be set up and printed off into folder for staff to use for initial critique and discussions	FT/ Teachers	Children will be able to critique appropriately accessible texts as a lead into a critiqued outcome. Children will also be able to discuss good writing and expectations	FT/ST	Aut 17	N/A	Set up folder on Server for examples of writing across the school in different genres to be collected after each mini outcome that involves writing as a minimum.	Examples of writing across the school in different genres to be collected after each mini outcome that involves writing as a minimum	Examples of writing across the school in different genres to be collected after each mini outcome that involves writing as a minimum
Raise attainment and progress in writing through REAL projects.	TP/ ST/FT	All pupils to be motivated and engaged in REAL projects. Children to be involved in the choosing and direction of REAL projects and taking control of their own learning. Writing for REAL projects to show a competent and confidence grasp across a range of genre types. Quality texts to be used as models for different genres.	TP/ST/FT to monitor progress in writing across KS2 termly.	Oct '16 Dec '16 Feb '17 Apr '17 Jun '17 Jul '17	Sharing practise across classes/TPAT	Data from CP1 and 2 Pupil conferencing.	Data from CP3 and 4 Pupil conferencing.	Data from CP5 and 6 Pupil conferencing.

Action:	Led and support ed by:	Impact:	Monitoring the impact?	Start/ finish date	CPD	Autumn	Spring	Summer
To engage and motivate independent learners through an authentic immersive learning approach, resulting in high quality writing.	LH	All children to make expected progress and above in writing through a range of text genres for real purposes. Writing workshops to take place within challenge lessons to extend the children's writing skills. Children to be writing for real purposes, as part of their learning topic. Children to choose the direction and genre type for their writing as part of the wider learning project.	LH/ST/AC to monitor progress in writing across KS2 half termly.	Oct '16 Dec '16 Feb '17 Apr '17 Jun '17 Jul '17	Whole school writing moderation and standards file	Data analysis	Data analysis	Data analysis
SPaG								

Action:	Led and support ed by:	Impact:	Monitoring the impact?	Start/ finish date	CPD	Autumn	Spring	Summer
To raise attainment in spelling throughout the school.	All teachers/LH	All children to achieve in spelling tests AND transfer those spellings to their day to day writing with teachers reinforcing the expectation that once learnt, these words will be spelt correctly. Spelling lists to be displayed in classrooms.	LH to assess high frequency words to find gaps in KS to target key children	Oct '16 Dec '16 Feb '17 Apr '17 Jun '17 Jul '17	Inset at start of Autumn Term. Resource templates provided.	All classes teaching spelling patterns and rules discreetly each week (Splendid Spellings) and reinforcing with games and activities. Scheme of work for spelling introduced. Spellings to be practiced daily through handwriting sessions and two activities included in Spectacular Spag daily sessions. <i>Some classes teaching Splendid Spellings. Some practising daily in school. Do TAs need to be trained to deliver to phonics groups?</i>		
Sats data on KS2 SPAG tests to be analysed to highlight areas of weakness.	FT/ KW	Achievement at end of keystone in SPAG will be raised. Learning will be used across writing in all years.	FT/KW	July 18	N/A	Half Termly Assessments Analysis of data	Half Termly Assessments Analysis of data	Half Termly Assessments Analysis of data