

## English Action Plan 2016-17

Implementation, training and staff development	Success Criteria	Responsibility	Time Scale	Estimated Costs
<b>To raise standards of spelling throughout the school.</b>				
<p>All classes to use Somerset Literacy Network's spelling progression planning and resources to ensure full coverage for each year group: Part of September INSET day to share these resources with teachers and TA's and give them an opportunity to familiarise themselves. (KS2- Westover Green scheme)</p> <p>Consistent expectation for 'no excuse' common exception words to be spelt accurately as they are displayed around the classroom.</p> <p>Make parents aware of spelling rules being worked on at school, so they can support their children. Children are sent a half terms spellings home, with one column to work on each week. 'Going for gold' theme where children challenge themselves to learn all words and go for gold. Peer Spelling bee challenge weekly.</p> <p>Carry out discrete phonics teaching in years 1-3, streaming the children into 3 groups. Focus on transferring reading skills to spelling skills. SR/MA – Phase 2 LS- Phase 3/4 FC- Phase 4/5 CM – Phase 5/6 JY – Phase 6/Year 3 spelling rules (10 children from Y3)</p>	<p>During book look there will be clear evidence of children applying learnt spelling rules and common exception words.</p> <p>Accurate spellings of 'no excuse' words when work scrutiny is done. Children checking and editing any other identified spellings in books using purple pens.</p> <p>Improved spelling confidence and accuracy through spelling bee scores. Children transferring this knowledge into every day writing in their books.</p> <p>Improved spelling in children's learning when 'book look' is carried out. Children showing they can apply their learnt sounds.</p>	<p>All class teachers Book look- CM</p> <p>C. Murphy All Class teachers</p> <p>All class teachers</p> <p>C. Murphy All Class teachers leading their phonics group</p>	<p>Ongoing First book look – Autumn 2</p> <p>All year</p> <p>Ongoing</p> <p>Termly detailed book look</p>	<p>Staff meeting – Book Look HLTA cover</p> <p>---</p> <p>----</p> <p>----</p>
<b>Monitoring/Assessment: to maintain rigorous, consistent and informative monitoring and assessment throughout the school</b>				
<p>Each teacher to be observed teaching termly by Co-ordinator and/head. Classroom observation and feedback given followed with agreed points for action. Use triangulated proforma for monitoring (lesson obs/books/data)</p> <p>Carry out in house and external moderation (with pyramid schools) for writing and reading to check our assessments are consistent with others schools.</p> <p>Keep School Pupil Tracker updated half termly (by highlighting off the objectives as they have been achieved) and complete monitoring grids to analyse percentages of children working towards/at/exceeding expected standard across each year group.</p>	<p>All teachers will receive constructive feedback and have a clear vision of what to improve on.</p> <p>School moderation portfolio will be regularly added to for staff to use.</p> <p>Through data being inputted every half term, easier to identify slow movers/Children of concern Report any SEND concerns to TS.</p>	<p>SL: Claire Murphy/Laura Turvey All class teachers</p> <p>All Class teachers</p> <p>All teachers- CM to ensure all data is on by given dates C. Murphy/ L. Turvey to analyse grids each half term as they are completed.</p>	<p>First observation will be Autumn 2.</p> <p>Termly</p> <p>Half termly throughout whole school year</p>	<p>HLTA cover for CM release</p> <p>----</p> <p>1 x staff meeting termly</p> <p>--</p>

**Effective marking and feedback: To improve the quality of pupils' work through the effective use of formative assessment**

<p>To ensure feedback which is given to the children is purposeful and able to move their learning forward.</p> <ul style="list-style-type: none"> <li>Children will be given the time to respond to and edit learning with their purple pens of power</li> <li>pupils use peer and self-assessment techniques to discover areas they need to improve</li> </ul>	<p>There will be evidence of the children responding to feedback given in books and editing their learning to improve it.</p>	<p>All class teachers C. Murphy – for termly monitoring</p>	<p>Ongoing</p>	<p>1 day/term HLTA cover for CM to carry out detailed book look</p>
<p>Check for consistency in marking policy throughout the school, including pink and green Afl highlighting and the use of 'purple pens of power' for responding to marking comments and showing editing/improvement.</p>	<p>Books will show there is consistence and marking codes are being followed.</p>	<p>All class teachers C. Murphy</p>	<p>Termly book look</p>	<p>---</p>
<p>Each child will be given 1 more general writing target which they can apply when writing across the curriculum. Pupils to be aware of their target, know how to achieve it and recognise when they have. New challenging targets to be set. Continue in a cycle. 3 times before a child is set a new target.</p>	<p>When termly book look is done, a sample of children in each year group will be asked about their targets. Children will be able to confidently talk to their targets and know what they are currently.</p>	<p>All class teachers C. Murphy</p>	<p>Termly book look</p>	<p>---</p>