

HMFA Schools Action Plans

School or Phase	Deputy/AH	Term
English	S. Watkins	Spring 2017

Review of previous action plan:

- Training by Maria Richards on reading was run for the federation. A twilight session was run for all LSA teachers on reading. Straightforward and easy to use guided reading resources have been given to all staff. Some staff have requested and have been given further support with guided reading.
- Following consultation of staff and consultants, the No Nonsense spelling programme was purchased. This gives teachers an easy to follow set of activities for every set of the curriculum for every year group. Some staff have received tailored support with teaching spelling. An update has been purchased for Phonics International, a KS2 spelling intervention already purchased by the school. All staff are now able to use a wide range of easy to use spelling intervention resources that are proven to be effective.

Key areas for development/improvement

1. Developing a whole school reading culture.
2. Ensure pupils respond to all questions in English books.

Teaching

Strengths	Weaknesses/ areas for development
<ul style="list-style-type: none"> ▪ Reading is particularly strong in KS1. In KS2 children have reading books appropriate to their ability and are comprehension sessions are well taught. ▪ Teachers are now more confident about approaches to guided reading. A priority is to encourage a reading culture throughout KS1 and KS2. ▪ Phonics for reading is excellent across the federation- children are able to construct new words effectively. In EY and KS1 there are well organised systems for reading books, home/school links and phonics teaching. ▪ Talk4writing is now more embedded in KS1 and KS2 and is proving to be effective, particularly in terms of improving vocabulary. ▪ The vast majority of teachers have high expectations of handwriting and presentation, and this is clearly visible in books. ▪ In KS1 and EY, phonics is being used extremely effectively to support spelling and word building. 	<ul style="list-style-type: none"> ▪ All teachers now have resources for reading and have attend a twilight session. All teachers now understand that guided reading, whole class reading and independent reading are essential. Improvements have been seen. In the coming year there will be a focus on improving the culture of reading through a series of events and new approaches and strategies.

<ul style="list-style-type: none"> ▪ Teachers have better, easy to use resources to support them to support ALL pupils with spelling. Spelling tests are being used effectively as a homework activity, with pupils testing each other during guided reading rotation activities. Teachers are being encouraged to use investigative approaches with children to ensure deeper understanding of spelling. 	
Learning	
Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ The quality of reading is generally high across the Federation. KS2 pupils use phonetic strategies to tackle difficult words. Older children read with expression and a clear pace. ▪ Pupils have responded well to the new Talk4Writing scheme and have learned the actions well, building banks of stories and vocabulary. ▪ Pupils have a pride in their work and the excellent presentation in books evidences good behaviour for learning in class. ▪ The majority of children have good strategies for spelling and word building. ▪ Pupils are completing homework that extends their class learning. ▪ The majority of pupils take ownership of their learning, assessing their own and other pupils' work and responding to feedback. 	<ul style="list-style-type: none"> ▪ Some pupils do not always respond to feedback questions in their English books.
Assessment	
Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ The vast majority of teachers are employing assessment methods that involve pupils. The tick system of assessment is working well. ▪ The use of success criteria grids for pupils and teachers to assess against are proving successful in terms of moving children forwards in their learning and enabling teachers to plan teaching that fills gaps in learning. ▪ Staff are using the Rising Stars tests for Reading and SPaG, generating essential information for planning. 	

Marking	
Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Marking in books is relevant to the objective and engages the children in their learning. The feedback redirects or refocuses pupils' actions to enable pupils to achieve their next objective and outcome. Where a teacher makes a comment that requires a response, the pupils usually respond. ▪ Almost all teachers have consistently high expectations of presentation, handwriting and spelling, relative to the ability of the child. 	<ul style="list-style-type: none"> ▪ A very small number of teachers are not marking to the required standard (for this reason they are receiving personalised support). ▪ Some books show gaps where children have not responded to feedback questions.
Presentation	
Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Almost all teachers have consistently high expectations of presentation, relative to the ability of the child. This was clearly evident in books during book scrutinies. 	<ul style="list-style-type: none"> ▪ A very small number of teachers need to raise their expectations of children's presentation in books.
Pupil Targets	
Strengths:	Weaknesses:
<ul style="list-style-type: none"> ▪ Teachers are using targets effectively. Targets in books are relevant to the individual pupil and relate to common mistakes evident in work, such as spelling development. 	
Use of Assessment information	
Strengths:	Weaknesses:
<ul style="list-style-type: none"> ▪ Staff are consistently using assessment information generated by independent writing/ Rising Stars SPaG tests to inform medium term plans, and to plan subsequent lessons and interventions. 	
Key Actions	
<ul style="list-style-type: none"> • Develop activities that support a culture of reading. • Monitor books to ensure that presentation standards are high; marking moves pupils forward and that pupils answer feedback questions. • Support to be given to the very small minority of teachers who need to raise their expectations of presentation and mark according to the federation policy. 	