



The Ruskington Chestnut Street C of E Primary School Action Plan for Whole School Improvement 2015-16

	Key Actions		
	By end of T2	By end of T4	By end of T6
<p>1.To raise attainment in Writing and close the gap in progress and attainment for all groups of learners.</p>	<ul style="list-style-type: none"> To upskill new Middle leadership team for English and support with action planning. To upskill staff in understanding the learning objectives of the new curriculum. Staff upskilling through staff meetings about the expectations of grammar standards. Baseline assessments made by class teachers against new standards in writing. Promote the importance of Writing in school. Staff assessment moderation of Writing to identify key strengths and actions for next steps. Ensure Writing plays a key part in the teaching of all subjects. TPPMs held which indicate that children are making at least expected progress in Writing. Actions put in place to address next steps. SLT data shows that children are making at least expected progress and supports the statement above. To track children closely using i-Track and Writing assessment grids. Class teachers to identify groups of learners which need further intervention and support in the class and through external intervention. Close data analysis to identify groups of learners off track and implement strategies to bring them back on track. Teachers to plan and deliver a Big Write at least every half term which is assessed using the school assessment grids against the NC LOs. 	<ul style="list-style-type: none"> Staff upskilling through staff meetings about the expectations of grammar standards. Promote the importance of Writing in school. Staff assessment moderation of Writing to identify key strengths and actions for next steps. Ensure Writing plays a key part in the teaching of all subjects – evaluate through monitoring and dialogue. Evidence from staff, children and TPPM indicates that children are making at least expected progress in Writing. SLT data shows that children are making at least expected progress and supports the statement above. To track children closely using i-Track and Writing assessment grids. Class teachers to identify groups of learners which need further intervention and support in the class and through external intervention. Close data analysis to identify groups of learners off track and implement strategies to bring them back on track. Teachers to plan and deliver a Big Write at least every half term which is assessed using the school assessment grids against the NC LOs. Teachers to maintain English working walls to reflect the learning journey of the children and promote what a good one looks like. SLT to monitor during learning walks. Collect evidence which supports that 85% of each cohort are on track to be at least the 'secure' standard for their year band. Evidence of good quality writing being used in cross curricular lessons seen across book monitoring and during both 	<ul style="list-style-type: none"> Evidence that supports that 85% of each cohort are working at least the 'secure' standard for their year band. Staff upskilling through staff meetings about the expectations of grammar standards. Promote the importance of Writing in school. Staff assessment moderation of Writing to identify key strengths and actions for next steps. Ensure Writing plays a key part in the teaching of all subjects. Evidence from staff, children and TPPM indicates that children are making at least expected progress in Writing. SLT data shows that children are making at least expected progress and supports the statement above. To track children closely using i-Track and Writing assessment grids. Class teachers to identify groups of learners which need further intervention and support in the class and through external intervention. Close data analysis to identify groups of learners off track and implement strategies to bring them back on track. Teachers to plan and deliver a Big Write at least every half term which is assessed using the school assessment grids against the NC LOs. Teachers to maintain English working walls to reflect the learning journey of the children and promote what a good one looks like. SLT to monitor during learning walks. Collect evidence which supports that



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	<ul style="list-style-type: none"> Teachers to set up effective English working walls to reflect the learning journey of the children and promote what a good one looks like. Evidence that supports that 85% of each cohort are on track to be at least the 'secure' standard for their year band. 	<p>formal and informal lesson observations. This will demonstrate the children's ability to use and apply.</p> <ul style="list-style-type: none"> Evidence that supports that 85% of each cohort are on track to be at least the 'secure' standard for their year band. Book week which will promote Reading and Writing alongside each other. Children to write and produce good quality books of their own across the year bands in the school. To work alongside the Middle Leaders for English to review and evaluate the English action planning. 	<p>85% of each cohort are on track to be at least the 'secure' standard for their year band.</p> <ul style="list-style-type: none"> Evidence of good quality writing being used in cross curricular lessons seen across book monitoring and during both formal and informal lesson observations. This will demonstrate the children's ability to use and apply. Evidence that supports that 85% of each cohort are on track to be at least the 'secure' standard for their year band. To work alongside the Middle Leaders for English to review and evaluate the English action planning and plan next steps for September 2015.
<p>2.To raise standards in attainment in Spelling and Phonics to be at least in line with national expectations.</p>	<ul style="list-style-type: none"> Training of new spelling program as a key focus to raise standards and the profile of spelling in school. Successful implementation of Read Write Inc for Year 3-6. Assessment of children's spelling to be carried out termly to ensure program is robust and children are making progress. Assessment of children's phonics to be carried out termly to ensure program is robust and children are making progress. Raise awareness of language of pupils by developing a spelling working wall in KS2 classrooms. Identifying age appropriate spellings in marking. Supporting parents to understand the new spelling and phonics programs in school. Promoting the importance of spelling and phonics. KS2 timetables spelling sessions 5 x 20 mins a week minimum. 	<ul style="list-style-type: none"> Successful implementation of Read Write Inc for Year 2-6. Assessment of children's spelling to be carried out termly to ensure program is robust and children are making progress. Assessment of children's phonics to be carried out termly to ensure program is robust and children are making progress. Ensure taught words from the new curriculum are being used explicitly across all pieces of writing. To organise and hold an inter-house spelling bee in KS2. Phonics taught 5 times a week. SLT data review to demonstrate progress and identify next steps. Staff meeting: review how new programs are running and the impact of such on writing. 	<ul style="list-style-type: none"> Successful implementation of Read Write Inc for Year 2-6. Assessment of children's spelling to be carried out termly to ensure program is robust and children are making progress. Assessment of children's phonics to be carried out termly to ensure program is robust and children are making progress. Ensure taught words from the new curriculum are being used explicitly across all pieces of writing. Phonics taught 5 times a week. SLT data review to demonstrate progress and identify next steps. Staff meeting: review how new programs are running and the impact of such on writing.



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<p>3. To provide learning opportunities across the curriculum for children receiving pupil premium funding, to support them in making at least good progress.</p>	<ul style="list-style-type: none">• Ensure that pupil premium children have access and places on a range of clubs.• Targeted trips raising aspirations for PP pupils.• Teachers ensure they know who these pupils are in their classes and show this on their planning.• All 5 pupil premium groups data tracked on I track.• Support put in place as needed/ nurture group opportunities given.• Timelines of specific PP focus children tracked three times a year.• Raised expectations for these groups.• Monitoring and tracking attendance so that it is raised for these pupils.	<ul style="list-style-type: none">• Ensure that pupil premium children have access and places on a range of clubs.• Targeted trips raising aspirations for PP pupils.• Teachers ensure they know who these pupils are in their classes and show this on their planning.• All 5 pupil premium groups data tracked on I track.• Support put in place as needed/ nurture group opportunities given.• Timelines of specific PP focus children tracked three times a year.• Raised expectations for these groups.• Monitoring and tracking attendance so that it is raised for these pupils.	<ul style="list-style-type: none">• Ensure that pupil premium children have access and places on a range of clubs.• Targeted trips raising aspirations for PP pupils.• Teachers ensure they know who these pupils are in their classes and show this on their planning.• All 5 pupil premium groups data tracked on I track.• Support put in place as needed/ nurture group opportunities given.• Timelines of specific PP focus children tracked three times a year.• Raised expectations for these groups.• Monitoring and tracking attendance so that it is raised for these pupils.
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End of T2 achieved actions

End of T4 achieved actions