

<p>Priority 1: To monitor the impact of the SPAG programme in Years 2-4 to ensure that the planning and delivery are impacting positively on standards across the curriculum (in line with subject leader action plan).</p>			<p>Success Criteria:</p> <ul style="list-style-type: none"> The environment reflects the school's high standards in writing and impacts on developing and practicing pupil skills. SPaG skills, across the school, are at least in line with expectations and these skills are transferred across the curriculum. SPaG is taught successfully and to a high standard consistently from Year 2 to Year 4. Pupils are engaged and motivated to write across the curriculum and can do so for extended periods of time. Writing progress is at least good and there are rapid gains in drop off and particular ARE children can achieve beyond their targets, ie to GDS. Raised expectations from staff and pupils in writing, including handwriting and presentation. 		
<p>RRS</p> <p><i>Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</i></p> <p><i>Article 28: Children have a right to an education.</i></p> <p><i>Article 29: Education should develop each child's personality and talents to the full.</i></p> <p><i>Article 42: The Government should make the convention known to parents & children.</i></p>	<p>Ofsted</p> <p><i>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for pupils.</i></p> <p><i>The broad and balanced curriculum inspires pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education.</i></p> <p><i>Teachers demonstrate deep knowledge and understanding of the subjects they teach.</i></p> <p><i>Teachers provide adequate time for practice, to embed the pupils' knowledge, understanding and skills securely.</i></p> <p><i>Teachers' embed reading, writing and communication and, where appropriate, maths exceptionally well across the curriculum.</i></p>				
<p>Actions:</p>	<p>Date completed</p>	<p>Lead person</p>	<p>Outcome</p>	<p>Resource costs</p>	<p>Monitoring systems</p>
<p>All staff to analyse the data and share with staff to discuss groups and pupils. Use this information to create appropriate groups to monitor and check.</p>	<p>October 2016</p>	<p>CH and all staff</p>	<p>Share understanding of pupil progress and groups identified. Staff to take ownership of the groupings and intervention required.</p>	<p>-</p>	<p>Tracking meeting notes/discussions Tracking files</p>

Actions:	Date completed	Lead person	Outcome	Resource costs	Monitoring systems
New subject lead to have a clear understanding of the role and past areas of strengths and development.	Autumn Term 2017	AH and RH	Clear and effective handover of subject lead expectations.	None	Knowledge of new subject lead with systems and policies at SHFS.
To understand how RWi is carried out in EY's and Y1 and how this progresses from Year 2 upwards.	From Autumn Term 2017. On-going	AH and RH	AH has a clear understanding of the teaching of RWi and how this progresses from Year 2-4.	NCT £100	Lesson observations. Monitoring notes.
Subject Lead detailed Action plan put in place to address areas of development based on the above actions. This is to be shared with staff and governors.	End of Autumn term 2017	AH	Action Plan in place and followed regularly to address areas of development. All colleagues and governors understand the actions and have a joint vision in developing the way forward.	None	Action plan Staff meeting notes Governor minutes
Subject file in place and kept up to date to ensure appropriate information is monitored, reviewed and there is clear accountability.	From Spring 2018 and on-going	AH	File is up to date and AH has a good understanding of school policies and procedures. Subject file includes all the necessary documents to ensure that AH is able to draw on this to discuss and review current strengths and areas for development.	None	Subject lead action plan Minutes of monitoring meetings, for example, challenge partner, governor visits etc.
To ascertain staff knowledge and confidence in SPaG form Year 2-4.	From December 2017.	AH All staff	An understanding of staff knowledge is clear and this is reflected in the action plan and support put in place. Through training and support all staff knowledge is up to date, consistent and secure. Lessons are well planned and delivered due to strong subject knowledge.	None	Questionnaire results Planning Action plan Staff meeting minutes Training/CPD file
To review the current SPaG program in place and monitor its effectiveness through regular planning scrutiny, book scrutiny and lesson observations.	From December 2017 onwards.	AH All staff	The programme used in school is effective and appropriate. Planning and deliver is consistent and developing pupil knowledge.	Depending on programme used - £500?	Planning Lesson observations Work books

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To ascertain successful programmes used in the HAT schools and to liaise with the English lead at CMS to review their practice.	Spring term 2018.	AH	A well informed decision is made based on evidence of successful programmes used to teach SPaG.	Non-contact £100	As above.
To take part in regular shared scrutiny of writing across the curriculum.	At least twice half termly	AH All staff	Books are regularly scrutinised for quality and quantity of writing to ensure a shared understanding of expectation.	None	Staff meeting notes All books across the curriculum
To ensure writing is presented neatly and demonstrating high expectations.	On-going	AH All staff	Regular handwriting sessions using PenPals handwriting scheme. To ensure that handwriting from the practice books is mirrored in writing books across the curriculum.	None	Book scrutiny Handwriting books Pupil discussions
To ensure SPAG is taught effectively across Year 2,3 and 4.	On-going	AH	Lesson observations demonstrate good subject knowledge and effective teaching strategies. Children are demonstrating the appropriate SPAG skills.	Non-contact £100	Lesson observations Book scrutiny Pupil discussions Planning scrutiny
To develop the classroom environment to enable pupils to have access to a wide range of resources. To ensure the environment reflects the high standards expected, for example, storage of books, class displays.	From January 2018	AH and all staff	To have a high quality environment that is consistent across the school. This is reflected in pupils attitudes and work.	None	Staff meeting minutes Classroom environment Pupil voice
Develop Home Learning opportunities to reinforce basic skills linked to the SPaG programme.	Spring 2018	AH lead MR/IV	Home Learning tasks will be appropriate and challenging in order for children to develop their SPaG skills. Parents will have an understanding of the skills required.	-	Home Learning books and tasks. Ability to transfer skills into writing tasks in school. Parental/Carer annual questionnaire.
To continue to develop the website to offer support to parents with phonics and writing.	On-going	AH/CH	To create a resource for parents to access to support their child's learning at home.	Non-contact as and when needed.	Website. Parental feedback.

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To work alongside CMS to analyse gaps in children's knowledge from Year 4 to Year 5.	Spring term 2018	AH	Children are well prepared and ready for the transition to Year 5.	None	Subject leader file Staff meeting notes
To continue to develop the use of Let's Write in KS1 and from different perspectives to allow pupils to write for long periods of time. To develop this from Year 2-4 to ensure that creative writing opportunities and writing from different perspectives is within English and the curriculum.	From September 2017	RH/AH alongside all staff	To allow extended opportunities for pupils to write and to build on their skills each week. To adapt writing opportunities to engage and motivate the children.	None	Books Scrutiny Pupil discussion
Monitor the effectiveness of the schools marking policy to ensure it moves pupils learning forward. This must be consistent across the school and across all subjects.	Marking policy created with all staff: Sept' 2017 On-going scrutiny (formal and informal)	All staff	To ensure all staff are working consistently in line with school policy. Marking across the school has a significant impact on pupil progress and moving learning forward.	None	Books. Scrutiny.
English lead governor to regularly meet with AH to focus on standards, classroom environment and opportunities for writing across the curriculum.	From January 2018 to July 2018	HR & Standards Governors AH	Governors to have an overview of provision and outcomes across the school and the impact of the school decisions regarding classroom environment and expectations.	None	Governor minutes Governor feedback to staff in line with visits policy
To ensure greater planning opportunities for extended writing is available across the curriculum.	On-going	AH	Writing opportunities are evident across the curriculum and pupils are keen and excited to write.	Non contact £100 per session	Scrutiny outcomes Lesson observations Google Drive Feedback to staff
To moderate planning, at least half termly, to ensure it is appropriate and challenging.	Half termly	AH	Planning is appropriate and fit for purpose.		
To ensure Governors are kept abreast of data analysis, changes in practice and any action plans, if required.	At least half termly, in line with FGB:	AH/CH	AH reports regularly at the FGB to share writing progress across the school. Governor for responsibility in English is able to feedback to Governors with a clear understanding of the schools' strengths and weaknesses.	None	Governor minutes

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SPTO is used effectively to track progress, half termly, and plan writing opportunities against the objectives for each year group.	On-going and regular staff training	CH and all staff	SPTO is used as an effective tool to aid planning and track pupil progress.	None	SPTO and use of planning tools Data analysis
Moderation of writing in line with SPTO objectives	At least half termly	AH and all staff	Shared agreement of moderation across the school using objectives for writing and identifying next steps of learning.	None	Moderation file. Staff meeting minutes. Staff dialogue.
Pupils are engaged to write and achievements are celebrated.	On-going	All staff	Pupils are actively engaged in their writing opportunities and know how to make improvements. They know when they are doing well and celebrate this.	None	Learning qualities noted in lesson observations. Pupil discussions and dialogue.
Lesson Observations, across the school, are at least 'good'.	Termly	CH/AH	Pupils are on task, motivated and engaged. They actively take part and are keen to move their learning forward.	None	Lesson observations Staff meeting minutes Pupil discussions
Good practice is shared across the HAT through Phase meetings and visits to other schools, as appropriate.	On-going	All staff	Positive developments with practice in SHFS.	Non-contact as and when required £500	CPD log Lesson observations Staff meeting minutes Phase meeting minutes