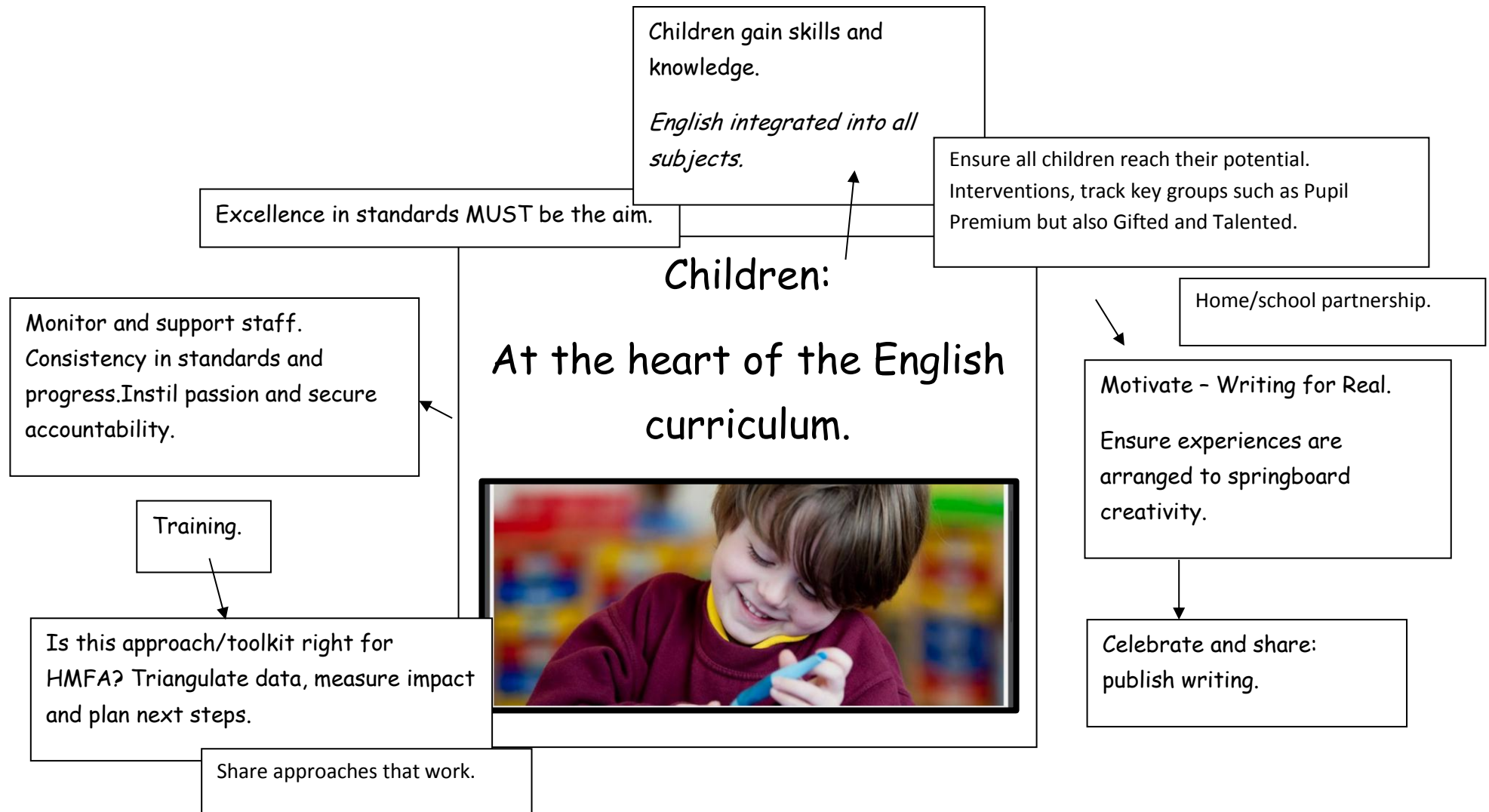


Strategic Plan for English. HMFA 2015-16



Major theme/strategy	Direction/activity	Progress	Key Outcomes	Timescale	Person/s with oversight
Coverage of 2014 National Curriculum for English.	<ul style="list-style-type: none"> Ensure that all teachers have incorporated all literacy objectives from the new National Curriculum into their planning across the year.(including speaking and listening – link to Talk for Writing). 	<p>All teachers have been given the objectives for their year group.</p> <p>All teachers are assessing these objectives on Classroom Monitor.</p> <p>Basic skills sessions to improve SPaG are taking place throughout the federation.</p>	<ul style="list-style-type: none"> Children making at least expected age related achievement. Coverage of all English objectives evident in all year groups. SPaG covered through grammar, spelling and punctuation sections of curriculum. 	September 2015	English Manager Head Teachers
Assessment of English curriculum.	<ul style="list-style-type: none"> Ensure that English objectives are being tracked and assessed across the year (Classroom Monitor/ Progress grids). Moderation to ensure accuracy of assessments. 	<p>All books throughout the federation have been scrutinised and target setting has been monitored.</p> <p>The use of Classroom Monitor is being monitored.</p> <p>All staff will be using Rising Stars tests.</p>	<ul style="list-style-type: none"> Accurate assessments of English objectives available once a term. Planning is based on accurate assessments. 	September 2015	English Manager Head Teachers (Liaison with GM)
Ensure effective use of Assessment for Learning	<ul style="list-style-type: none"> Targets (based on assessments) must be child-friendly and changed regularly. (Must be accessible in non core subjects). Book scrutinies ensure that: <ul style="list-style-type: none"> Marking/feedback is purposeful and moves children forward in their learning. Regular dialogue is taking place with pupils on their targets. Pupils are given opportunity to reflect upon and respond to teacher marking. 	<p>All books have been scrutinised and AfL has been monitored.</p> <p>The vast majority of staff are using effective AfL.</p> <p>Following book scrutinies, staff have been given clear targets.</p> <p>Staff will now use the 'tick system' rather than traffic lighting as it has proved more effective.</p>	<ul style="list-style-type: none"> Teachers fully aware of pupils' abilities and able to identify what needs to be done to move learning on. Pupils fully aware of their next steps for learning. Pupils engaged in feedback to staff, showing marking and feedback are improving outcomes. 	September 2015	English Manager Head Teachers

<p>Keep parents informed about the new National Curriculum objectives</p>	<ul style="list-style-type: none"> English curriculum meetings to be run for KS1/KS2. List of useful websites for literacy to go home – games that families can share. 	<p>Useful websites have been shared with parents via the website.</p> <p>SLT have looked at parent presentation.</p>	<ul style="list-style-type: none"> Parents aware of expectations for their child and changes such as KS1 SPAG test. 	<p>September 2015</p>	<p>English Manager</p>
<p>Ensure progress of key children in years 1-6 (SEN and Gifted and Talented).</p> <p>Writing 'for real.' Partnerships.</p>	<ul style="list-style-type: none"> Data analysis of results for reading and writing Children identified to ensure acceleration in progress. 'Writing for Real' partnerships: inter-schools, Hereford Times, Hereford Tourism, Hereford City Library, St. Michael's Hospice, Friar Street Museum, estate agents, Whitecross School. Raise motivation of less able readers through partnership with Hereford City Library. Resurrect Literacy Ambassadors scheme for G and T writers. Investigate ECAW style provision. Class RAPs in place and reviewed regularly. ½ termly staff meetings to discuss progress of pupils in Literacy. 	<p>Data analysis is on-going.</p> <p>The City Library project has had to be delayed due to asbestos in the library. This will resume when library opens.</p> <p>St. Michaels are working with LSA.</p> <p>Literacy Ambassadors is now running.</p> <p>Class Provision Maps are in place.</p> <p>Staff meetings are taking place.</p> <p>Local authors have been in to work with KS1 and Year 1 have taken part in a project with Glasshouse properties.</p> <p>Year 3 will take part in an outdoor writing scheme. All of KS2 at LSA will be involved in a new writing/drama project called The Song of the River, to take place at The Left Bank in June 2016.</p>	<ul style="list-style-type: none"> Improved outcomes for pupils. Improved knowledge for teachers. Improved links with other organisations and opportunities for pupils. Enrichment of the curriculum and cross-curricular links. 	<p>September 2015</p>	<p>English Manager</p> <p>Head Teachers</p> <p>(Liasion with ZB).</p>
<p>Meet training needs of teachers/ TAs</p>	<ul style="list-style-type: none"> Feedback questionnaire using vocabulary/objectives from new curriculum. Continue with Activate programme: Thrass training, Talk for Writing, Caroline Allred, Lend Me Your 	<p>It was found to be more effective to discuss training needs rather than send out a questionnaire.</p> <p>Training has been organised to meet staff needs.</p>	<ul style="list-style-type: none"> Improved expertise of teachers and TAs. 	<p>September 2015</p>	<p>Literacy Manager</p> <p>Head Teachers</p>

	Literacy, Lee Parkinson.				
Improve the quality of writing.	<ul style="list-style-type: none"> Identify further opportunities for writing across the curriculum: e.g. Writing for Real with local partners. Hooks, trips, workshops, visiting artists and other motivational ways of working are planned half termly. Publish children's work on different platforms: blogging, We Are Writers (Scholastic), LMYL, Primary Times, TES scheme. Identify different audiences for writing/ speaking and listening: school radio, blogging etc. Scrutiny of work to ensure clear differentiation and effective Assessment for Learning strategies. Guided writing to take place in each class and exemplification models used in KS2. Presentation guidelines are taught at the beginning of each year and the expectations maintained throughout. Talk for Writing and THRASS used across all schools. Extended independent writing to take place at least each half term. 	<p>A wide range of hooks for writing have taken place which has really helped children engage with writing.</p> <p>I have set up termly Big Write days after visiting Garway School to see their practice.</p> <p>Extended writing is taking place regularly.</p> <p>Children's work has been published and entered into competitions.</p> <p>Books have been scrutinised to ensure differentiation and AfL.</p> <p>Guided writing is taking place throughout the federation.</p> <p>Presentation guidelines have been given out and, on the whole, presentation standards are excellent.</p> <p>Talk for Writing is being used throughout the federation.</p> <p>Need to monitor use of THRASS in KS2.</p>	<ul style="list-style-type: none"> Progression of skills Pupils engaging in a wide range of writing genres. Increased motivation for writing. Links with other organisations. Children clearly understand what to aim for. Celebration of achievement. Improved outcomes for pupils. 	September 2015	<p>Literacy Manager</p> <p>Head Teachers</p> <p>Liaison with JB.</p>
Improve the teaching and learning of grammar.	<ul style="list-style-type: none"> Embed the Basic Skills Programme (resources put in a shared folder). Ensure that grammar is taught discretely and in context. Update teachers on resources – online and other. E.g. Pie Corbett and Alan Peat. Collate SPAG booster activities and games and ensure all have 	<p>I have collated 100's of basic skills resources and saved these onto HMFA Share.</p> <p>I send out regular emails about online resources/ strategies.</p>	<ul style="list-style-type: none"> Improved quality of teaching and learning. Progression of skills. Improved outcomes for pupils. Improvement in knowledge and understanding of teachers. 	September 2015 onwards	<p>Literacy Manager</p> <p>Head Teachers</p>

	access to them.	Book scrutinies have been carried out to look at grammar teaching.			
Improve the quality of spelling.	<ul style="list-style-type: none"> Adapt Primrose Hill's spelling planning for each year group and distribute. Regular spelling activities sent home as well as advice on spelling strategies and apps (e.g. Squeebles) 	<p>I have given spelling planning to all teachers.</p> <p>Spelling activities are going home with all pupils.</p> <p>I am meeting with OUP to look at using their spelling resources.</p> <p>THRASS ambassadors are training Year 3 in spelling.</p> <p>Need to ensure KS2 are teaching spelling strategies using THRASS or similar.</p>	<ul style="list-style-type: none"> Staff are clear on spelling progression within the new framework. Improved outcomes for pupils Children spelling more accurately in own work. Parents have strategies to support children. 	September 2015 onwards	<p>Literacy Manager</p> <p>Head Teachers</p>
Improve reading.	<ul style="list-style-type: none"> Ensure that Book Talk or other guided reading is taking place in each year group. Roll out THRASS. Link with Hereford City Library: key children to visit City Library regularly. They are trained by librarians and become school librarians. They also write reviews of books which are displayed in the library. Kate Greenaway scheme – annual. Reading Ambassadors through WhitecrossSchool – ARP scheme. Peer reading. Investigate continued reading schemes throughout KS2. 	<p>Need to monitor guided reading – it is taking place in almost all classes but some teachers are unconfident and it is not happening.</p> <p>I have booked training from Caroline Allred to run training on reading and I have led training for the NQTs and student teachers.</p> <p>THRASS training has taken place and its use in KS2 needs to now be monitored.</p> <p>Library link has had to be postponed due to the closure of the library.</p> <p>Whitecross scheme was delayed due to the Head of English leaving but pilot is starting now.</p>	<ul style="list-style-type: none"> Children make age related progress in reading. Children develop strong comprehension skills. Children develop strategies for decoding unfamiliar texts. Links are made with external agencies. Children gain sense of responsibility. 	September 2015 onwards	<p>Literacy Manager</p> <p>Head Teachers</p>

