

## Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2023-2024

**Subject: English – Reading/writing.**

Subject Leader: Helen Fenlon

SIAMS Inspection Key Priorities 2019:

Priority 1: To fully develop the recent visual support of the four spiritual themes to further enable staff to explore this approach.

Priority 2: To make use of recent developments in Religious Education, so that pupils benefit more fully from the use of assessment tools to inform progress.

Subject Leader activities 2023/2024

Objective	Start Date	Success Criteria	Specific actions	Other Personnel	Resources	Next Steps
<p><b>2.1</b> Ensure that the teaching is consistently strong and addresses the needs at all levels so that all groups make the necessary progress – bottom 20%</p>	Aut 2023	Clear progression across the school	All class teachers to highlight objectives on medium term planning taken from progression grids.	All class teachers	Staff meeting time.	Address AFI
	<b>Planning and Book scrutiny</b>	Progression grids are consistently used for medium term planning <b>Focus on reading – comprehension and Guided sessions.</b>	English subject leader to scrutinise planning across the school and to identify strengths and areas for development		PPA	
Observe lessons being delivered by all staff – focus on SEND, PP and GD.	<b>Lesson Observations</b>	Classroom essentials are in place – all areas are covered and	Check for sequence of lessons as agreed – look for evidence of differentiation and class essentials are in place for each year. Findings fed back.		Lessons covered to monitor – TA.	Any issues addressed – possible CPD planned.

		in line with agreed criteria.				
<b>2.4</b> Further improve writing teaching and learning across the school so that all identified groups' needs are met and all children make the expected progress.	Aut 2023  <b>Pupil Voice</b>	Books show that SEND, Pupil premium and greater depth children are appropriately supported and challenged to suit their age and ability.  CPD course attended and training delivered to all staff.  Lessons observed show clear signs of GD focused writing tasks.  Pupil interview about writing – report produced.	Book trawl with a focus on specific groups.  Report produced on strengths and areas for improvement.  Writing lead and HT to attend DDAT writing training-dictation  Deliver GD writing training at staff meeting  Writing lead to observe lessons to ensure there is challenge for greater depth children.	Report shared with English Governor  Feed back to staff.	Subject leader time  Subject Leader time	Address AFIs
<b>2.2</b> Continue termly reading	Spr 2024	Teachers carried out assessments and data stored FFT	Monitor assessments in English – look at data provided	All pupils	Subject leader time	Evaluate and share with governors.

assessments that give a standardised score.			following aut term FFT uploads. Check SEND, PP and GD.			
Monitor reading across the school. Focus on bottom 20%.  <b>5.3</b> To maintain the improvement of the provision of reading in EYFS.	Spr 2024  <b>Monitoring of reading</b>	Children heard reading focus on SEND, PP and GD.  Children are heard reading – ensuring their abilities are well matched.	Hear the PP children and SEND children read – check matching of abilities to books. Repeat with GD.  Alongside CH – monitor reading and phonics in EYFS.	Teaching staff  HF and SB Plus HY  HF,SB and CH	Subject leader time	Reports shared with staff and governors.  Pupil/parent Evaluation of books.
<b>5.4</b> To improve the provision of writing in EYFS.  <b>5.6</b> All staff to have a greater understanding of the EYFS curriculum so that subject leaders know what their subject looks like in EYFS	Spr 2024  <b>Monitoring of writing</b>	Lessons observed in the teaching of writing – looking for how GD children are supported.  Report produced and feedback given to staff.	Regular half termly book trawls to take place to ensure children regularly have the opportunity to write long pieces. Ensure there are a variety of different genres being focussed on and children have the opportunity to write in these genres.  Monitor writing opps in EYFS and develop understanding of subject for leadership role.	Teaching staff    HF, SB and CH	Subject leader time	Reports shared with staff and governors.



	individual monitoring and activities and report.		trawls and lesson observations. Training needs Report produced.			Any CPD booked.
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