



AMBERLEY PRIMARY SCHOOL

ENGLISH ACTION PLAN

2020-2021

Date of Last Ofsted Inspection: 6th & 7th February 2019

What does the school need to do to improve further?

Further improve the quality of teaching and learning by:

- Sharing the strong practice within the school to ensure that pupils' progress, including disadvantaged pupils' progress, in key stage 2 continues to improve.
- Embedding opportunities for all pupils to develop their problem-solving and reasoning skills in mathematics.
- Improve pupils' application of grammar, punctuation and spelling in writing across all subjects.

Further develop children's learning in the early years by:

- Improving the consistency of the quality of the opportunities when children choose activities, to ensure that all children fully develop their independence and deepen their learning.
- Making more effective use of the information available to sharpen further leaders' plans for improvement in the Early Years provision.



AMBERLEY PRIMARY SCHOOL Post-Ofsted Action Plan 20-21



ACTION PLAN FOR: English

Action complete

Action ongoing

Action uncompleted

Agreed Actions	Responsibility & Timescale	Resources & Costs	Success/ Evaluation Criteria	Monitoring, Evaluation & Review
SPAG Three year downward trend (19% decline since 2017) – 72% of children achieved EXP+ standard in 2019 (6% lower than NA/LA) Raise the number of children achieving expected standard in GPS. Close the gender gap between boys and girls (29% gender gap in favour of the girls in 2019). In 2019, boys were lower than boys nationally.				
Referring to the North Tyneside guidance, staff to plan basic skills sessions to take place weekly. These sessions will link to the previous year group TT/NC statements. At the start of every English lesson, teachers to focus on grammar, spelling and handwriting through 1 modelled sentence to be copied into books and 2 dictated sentences – the 3 sentences to be closely linked to previous day's SPAG gaps found through new whole class marking. In the summer term, teachers to replace sentences with a 5 minute grammar activity, which may include dictated sentences but can include other relevant grammar activities as well (as long as they are based on gaps found in previous day's work). Staff to use Target Tracker gap analysis to spot gaps in children's spelling/grammar	All staff September training day. Immediately All staff. Summer term onwards.	Purchase of Pie Corbett's Jumpstart Grammar books for each year group	Staff should monitor that input from basic skills sessions are having an impact in writing lessons. For example, are children becoming better at using a range of conjunctions to extend sentences (Y3). Children are better at checking their work for missed punctuation. Staff have a greater confidence with teaching grammar. Staff are successfully highlighting Target Tracker statements from previous years. GA to create new format for pre/post SPAG assessments and share with SLT and staff.	Self-evaluation. Book scrutinies. Learning walk Staff audit

knowledge. Staff to adapt the format of pre and post SPAG assessments and ensure they are tracked and stuck into English books	All staff KS1/KS2 staff.			Pupil progress meetings
<u>Reading</u> <u>KS1</u> Raise the number of children who are low attainers in EYFS to EXP standard at KS1. Continue to aim to narrow the gaps between SEND and non-SEND Raise the attainment of disadvantaged children achieving EXC level in reading <u>KS2</u> Raise the attainment and progress of all pupils in reading Close the attainment gender gaps Continue to close the gaps between disadvantaged and non-disadvantaged pupils for both progress and attainment Continue to close the gap between SEND and non-SEND pupils attainment				
Review the structure of Guided Reading lesson at Amberley, allowing children more time to consolidate reading strands/vipers within reading lessons (moving back to using extracts/short stories and working with small groups). Book Topic Maps linked to each topic in line with promoting reading and reading for pleasure across the curriculum. Display on topic walls in each classroom. #25 more books for Year _____. Posters linked to vocabulary rich texts for age groups. Share posters with parents and display in classrooms. Whole class novels - ensuring each class has delivered at least 2 whole class novels across the course the academic year. Embed reading and the use of reading strands within cross-curricular lessons. Use	Reviewed and shared on September Training Day GA management time Staff Meeting time to share. GA management time Staff Meeting time to share. All year		Reading learning walks and clinics and reading pupil interviews will show the impact of changes made. Heightened engagement from children in reading for pleasure and reading books across the curriculum. Develop staff knowledge, confidence and dialogue around inference and how to teach/approach inference lessons.	Learning walks Pupil reading interviews Book scrutinies Learning walks Reading clinics

of language from reading lessons should be transferred cross-curricularly and vice versa. Reading workshops with parents and reading buddies. Launch new reading challenge 'Wriggling Readers' to raise reading for pleasure levels and parental links with home-school reading for UKS2 especially. Raise staff awareness of what an EXC and EXP pupil looks like in Y6.	ALL staff ALL staff GA /AD to deliver CPD with UPKS2 children. Staff meeting time		Raising the profile of reading across school and reading for pleasure. Evidence of reading strands/VIPERS being embedded cross-curricularly. Impact of parents willing to read with children at home. Has communication improved within reading records? Greater staff knowledge and confidence in assessing/identifying children that are EXP/EXC in your year group. Clearer progression of skills.	
Spelling Raise the profile of spelling across school. Increase the number of spellings children are spelling correctly out of 20. In 2019, children at APS achieved on average 12/20 marks (59%) on the spellings paper where as nationally children answered 14/20 questions (67%) correctly.				
School to continue trial using new whole school spelling document on the shared area straight after lunchtimes. This 5/10 minute period can be used for short, focused spelling sessions based on particular spelling rules. Staff to launch Spelling Shed in the first week of term to promote learning spellings between home and school. Staff to set lists half termly on spelling shed for pupils to practice. Staff to launch Sir Linkalot in the first few weeks of term to promote learning spellings between home and school.	CPD delivered in September training day to all staff. English MT Cost of yearly subscription to spelling shed. ALL staff Staff meeting time		KS2 should see fewer common exception word spelling words in independent writing. Staff to see fewer spelling errors based on basic spelling rules/patterns. More children engagement with Spelling Shed. Greater parental understanding of the app. Staff to gain greater knowledge about understanding how children learn to spell. The aim is have a positive impact on teacher knowledge to teach children.	

Handwriting

Letter join scheme. Embed within interventions initially and move to whole class. Focus on explicit teaching on the joins.	ALL staff		Improved presentation of handwriting across school. Improved use of joins in KS2.	
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Writing EYFS/KS1

Focus on middle EYFS attainers who become expected at KS1, and EXC from EYFS who become GD at KS1 – ensure they stay on track to be in line with EYFS results.

KS2

Raise the progress in writing from KS1-KS2 and attainment for children who achieved EXP in KS1.
Raise the attainment of boys achieving the expected standard in writing (19% decline in boys performance since 2017).

<u>Internal and External Writing Moderation</u> <u>Greater depth</u> Moderate writing across phases and within year groups. Are judgements efficient and in line with TT statements? Is there clear evidence to show how TT statements are met? Is there a consistent approach to moderation?	All staff HALKE	Staff meeting time required.	Are staff judgments accurate? How are we assuring moderation of writing is consistent across the transition of year groups? How are we evidencing TT statements that have been ticked off? How are staff differentiating their judgements of attainment?	All staff to photocopy evidence of moderation and give to GA.
<u>Mastery for Writing</u> Introduce the Mastery of Writing concept to staff. Share and discuss overview and the purpose of teaching the same genre, yet with different outcomes so the features of each genre are embedded further in the long term memory of pupils.	All staff Autumn 2	Staff meeting time required.	Are children becoming more confidence in understanding, knowing and applying the features of a genre more accurately? Are they engrained in their long term memories?	Book looks

Monitoring

English Book Scrutiny – to assess impact of whole class marking policy and start-of-lesson grammar activity.	B. Cunningham G. Armstrong Once per term	-	Clear evidence of progress across cold and hot write. Evidence of grammar weaknesses being addressed in the following day's dictation sentences.	Book looks
English learning walk and governor visit. Pupil Interviews around English lessons, new marking policy and spelling.	G Armstrong A Dawson J Robinson (Governor)	-	Feedback to staff and governors	Feedback evidence from learning walks and pupil interviews.
Update school website	G Armstrong A Dawson	-	Ensure everything that should legally be on there is posted on the website.	-

COVID Recovery statements

SPAG - Referring to the North Tyneside guidance, staff to plan basic skills sessions to take place weekly. These sessions will link to the previous year group TT/NC statements.

Reading - Book Topic Maps linked to each topic in line with promoting reading and reading for pleasure across the curriculum. Display on topic walls in each classroom.

Reading - £25 more books for Year _____. Posters linked to vocabulary rich texts for age groups. Share posters with parents and display in classrooms.

Reading - Embed reading and the use of reading strands within cross-curricular lessons. Use of language from reading lessons should be transferred cross-curricularly and vice versa.

Writing – Linking to NT Guidance, ensure previous year groups gaps in writing are covered multiple times across Autumn term before moving onto current year groups NC statements. Gaps in writing documents completed by previous year groups staff to pass onto current year group before the summer holidays. Monitor and evaluate these being covered through book looks.

Writing - Mastery of learning - Introduce the Mastery of Writing concept to staff. Share and discuss overview and the purpose of teaching the same genre, yet with different outcomes so the features of each genre are embedded further in the long term memory of pupils.

Handwriting – Weekly handwriting practice in basic skills lessons. Identify common errors from children in class and address. Letter join scheme?