

**Subject Leader Raising Aspirations Plan**

**Subject: English**

**Academic year 2019 - 2020**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding Page 64 | * Have high ambitions for all children in the teaching of reading and phonics leading to a greater percentage of lower ability children reaching the expected standard in reading in all Year groups and in phonics in Year 1. All children who achieved 2 in EYFS and or Greater depth at KS1 to reach the higher standard in reading throughout Key stage 2. |
| 1. The quality of education   (Teaching, Learning and Assessment) Page 41 | * The reading curriculum is planned and sequenced so that skills and knowledge build on what has been taught previously. |
| 1. Personal Development. Behaviour and attitudes   Page 52 and Page 58 | * All groups within school will have equality in the quality of teaching and expectation with regards to the teaching of reading and phonics. |

 Please refer to the Inspection Handbook for guidance.

**Raising Aspirations Plan Autumn**

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| 1. Leadership and Management including safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Have all staff got high ambitions for all children in the teaching of reading and phonicsl? * What percentage of lower ability children are on track to reach the expected standard in reading? * What percentage of children are on track in phonics in Year 1? * Are all children who achieved 2 in EYFS and or Greater depth at KS1 to reach the higher standard in reading throughout Key stage 2. | | | | |
| **Half-termly Milestones to Achieve Annual Targets Pupil chats, pupil progress meetings, lesson observations, book scrutinies** | | | | | |
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| **Actions for each half term**   * Audit of atttitudes towards reading – staff, pupils, parents, * Provision of new resources * 2 memebers of staff ongoing CPD- reading towards attending a training day next half term * Staff CPD- phonics update | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
| **Audit of attitude towards reading – staff, pupils, parents** | | Week | SF | A | A |
| **Provision of new resources** | | Week | SF | A | A |
| **CPD training** | | Week |  | G | A |
| **Phonics update** | | Week |  | A | A |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What developments are being put forward to ensure there is a sequenced The reading curriculum ? * Are skills being taught effectively? How do you know? * Are transition standards being referred to ? | | | | |
| **Half-termly Milestones to Achieve Annual Targets chat with English Gov, staff questionnaires, analysis of data** | | | | | |
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| **Actions for each half term**   * Meet with Governor responsible for English * Ensure all staff have transition documents * Ensure CPD needs for teachers and assistant teachers are met * Analysis of October data – collate who is on track and who is not * Look at IEP provision and Interventions for children at all levels of attainment | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
| **Meet with English governor** | | Week | SF | R | R |
| **Transition documents** | | Week | SF | G | A |
| **CPD needs met** | | Week | SF | A | A |
| **Analysis of data** | | Week | SF | G | A |
| **Provision looked at** | | Week | SF | A | A |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Are all groups within school making at least expected progress? * Is the delivery of interventions at least good? * Are interventions planned? * Is the impact of interventions being recorded ?. | | | | |
| **Half-termly Milestones to Achieve Annual Targets analysis of data, assistant teacher appraisal observations, provision maps, intervention timetables** | | | | | |
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| **Actions for each half term**   * **Observation of intervention sessions?** * **Collate all reading interventions throughout school** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
| **Observation of intervention sessions** | | Week | SF | R | R |
| **Collate reading interventions** | | Week | SF | A | A |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | All staff have been on guided reading courses  3 staff have attended Hooked on Books and The Write Stuff  2 staff have been on phonics updates- review of practise  Resources bought for phonics throughout school  Majority of children are on track in reading and phonics | Yes | Majority of children on track in reading |
| The Quality of Education  Teaching, learning and assessment. | Planning has improved following teachers attendance on guided reading courses  Guided reading sessions have been observed in EYFS,Y2,Y3,Y4 | yes | Impact of reading staff meeting  Phonics course for all staff |
| Behaviour and Attitudes and Personal development | All groups are making progress | yes |  |

**Raising Aspirations Plan Spring**

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| 1. Leadership and Management including Safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Have all staff got high ambitions for all children in the teaching of reading and phonics? * What percentage of more able children are on track to reach the higher standard in reading? * What percentage of children are on track in phonics in Year 1? * Are all children who achieved 3 in EYFS on track to reach the higher standard in reading . | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **All staff to receive phonics CPD from Lancashire consultant** * **New reading systems agreed and implemented.** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2020 12 Weeks** | | | | | |
| **All staff to receive phonics CPD from Lancashire consultant** | | Week | SF | A | A |
| **New reading systems agreed and implemented** | | Week | SF | G | G |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What developments are being put forward to ensure there is a sequenced The reading curriculum ? * Are skills being taught effectively? How do you know? * Are transition standards being referred to ? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * Meet with Governor responsible for English * Ensure all staff have transition documents * Ensure CPD needs for teachers and assistant teachers are met * Analysis of February data – collate who is on track and who is not * Look at provision and Interventions for more able children | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2020 12 Weeks** | | | | | |
| **Meet with Governor responsible for English** | | Week | SF | R | R |
| **Ensure all staff have transition documents** | | Week | SF | G | G |
| **Ensure CPD needs for teachers and assistant teachers are met** | | Week | SF | G | G |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Are all groups within school making at least expected progress? * Is the delivery of interventions at least good? * Are interventions planned? * Is the impact of interventions being recorded ? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **Observation of intervention sessions** * **Collate all reading interventions throughout school** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2020 12 Weeks** | | | | | |
| **Observation of intervention sessions** | | Week | SF | R | R |
| **Collate all reading interventions throughout school** | | Week | SF | A | A |
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**Raising Aspirations Plan Spring Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | Majority of staff received Phonics CPD from visiting Lancashie consultant prior to lockdown.  New reading systems agreed at a staff meeting and being imlemented | Good | Ensure training is implemented in class.  AT to attencd Bounce Back Phonics training  Remind staff of training for both reading and phonics and ask them to read through poerpoints on TEAMS. |
| The Quality of Education  Teaching, learning and assessment. | Did not meet with Governor   * All transition documents are on TEAMS and will be added to in early summer term. * Data has been analysed and teachers provided with analysis. Gap analysis inform planning for GPS and reading. No More Marking data for writing is comparing our children , mostly very favourably natonally. * Look at provision and Interventions for more able children | Good | Make more contact with subject governor  Create progression documents, vocabulary mats, knowledge organisers, phonics tracker |
| Behaviour and Attitudes and Personal development | Observation of intervention sessions not done  Collation of interventions being completed by assistants teachers | No | Ensure transisitons are collated and on TEAMS |

**Raising Aspirations Plan Summer**

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| 1. Leadership and Management including safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Have all staff got high ambitions for all children in the teaching of reading and phonics? * What percentage of more able children are on track to reach the higher standard in reading? * What percentage of children are on track in phonics in Year 1? * Are all children who achieved 3 in EYFS on track to reach the higher standard in reading . | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**  Analyse KS1 data for higher standard  Analyse phonics data – Year 1 | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Summer 2020 11 Weeks** | | | | | |
| **Analyse KS1 data** | | Week 6 | SF | G | G |
| **Analyse Year 1 phonics data** | | Week | SF | R | R |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Is progression clear in all aspects of English? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Create progression documents for each aspect of English  Create a new phonics tracker  Create prior and previous learning documents  Create key vocabulary mats  Create new long term planning document | | | | | |
|  | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2020 11 Weeks** | | | | | |
| **Progression documents** | | Week | SF | G | G |
| **Phonics tracker** | | Week | SF | G | G |
| **Prior and previous learning document** | | Week | SF | G | G |
| **Vocab mats** | | Week | SF | G | G |
| **Long term planning document** | | Week | SF | G | G |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Is CPD relevant and being completed? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Book phonics training for new AT  Update reading and writing training | | | | | |
|  | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Summer Term 2020 11 Weeks** | | | | | |
| **Phonics course booked** | | Week | SF | G | G |
| **Subject leader attend online training linked to Fast Phonics part of Reading Eggs** | | Week | SF | G | G |
| **Hooked on books and write stuff online training attended throughout summer term online** | | Week | SF | G | G |
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**Raising Aspirations Plan Summer Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | KS1 data – all but 1 child who achieved 3 in EYFS reached higher standard in reading. 5 children made better than expected progress to reach the higher standard.  Year 1 phonics screening not carried out | Yes  NO | Track progress of these children is maintained in Y3  Class teacher is undertaking prevous screening tests. Year 2 teacher will do the same in the autumn term to have a set of dtat to guide next steps in learning. |
| The Quality of Education  Teaching, learning and assessment. | Lots of new documents created to focus thinkining, develop planning and progression. All uploaded onto TEAMS | Yes | Remind staff to add to the new English long term plan |
| Behaviour and Attitudes and Personal development | Training booked for AT on new Bounce back phonics intervention for Y2,3,4.  Subject leader has attende online training in phonics, and numerous sessionsreading and writing  Y3 teacher has attended online training sessions in reading and writing | Yes | Implementation of Bounce Back Phonics |