**2018-2019 Action Plan for: Primary Practitioner- Amy Cockcroft**

|  |
| --- |
| **Expected Outcome 1: Teaching of reading, writing and communication is highly effective across the academy** |
| **SEF No.** | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
|  | 30% of students achieve a reading ability standard score of ≥ 100 October 2019 results to be 10% higher than 2018[2017-18 data shows 22% of all pupils achieved standard school ≥100] | ACOMDOCHYGTOLMA | 1. New Group Reading Test to be completed and marked by October half term 2018.
2. Reading test data to be added to SIMs and to be used to plan all lessons.
3. Students causing concern to be discussed at progress meetings with appropriate intervention being put in place.
4. NGRT data to be analysed for target groups.
5. Audit staff and literacy interventions they are trained in.
6. Students with a reading ability standard score of ≤70 to receive targeted reading intervention outside of lessons.
7. Discrete ‘literacy lessons’ (i.e., Vocabulary Enrichment Programme; Narrative Intervention Programme) to be offered as part of the English curriculum for all pupils in Year-7, -8 and -9 once per fortnight (i.e., one in every nine lessons).
8. Discrete ‘literacy lessons’ to be offered for some sets in Year-10 and -11 with a reading ability standard score of ≤70.
9. Monitor all departments are using age appropriate, good quality texts within lessons.
10. ACO to model, team teach and monitor for the teaching of reading across departments
11. Trips and visits to encorporate vocabulary enrichment- vocabulary discretely taught prior to trip. Review of new vocabulary upon returning.
12. ACO to develop literacy champion steering group- recruiting a person from each subject. Meet half termly to review strategy.
13. Teaching Staff to be aware of their more able readers, and ensure they are being stretched within lesson time.
14. Target students in each year group that are ‘towards’ standard score of 100 (between 95-100- to be confirmed after test results are in). Teachers of these pupils to be made aware that they are ‘target’ students and should be planned for within lessons.
 | 30% of students achieve a reading ability standard score of ≥ 100 (Needs to be reviewed after this reading test, HT) | £1500 for reading tests. |
| **Expected Outcome 2: Reading and literacy becomes embedded throughout the curriculum and school community** |
| **SEF No.** | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
|  | Children become more engaged in reading for pleasure. They are more engaged during reading in lesson time  | ACOMDOLibrarianLibrarian | 1. Book swap
2. Book fair
3. Author visit
4. Library lessons
5. Monitor use of the library
6. Displays
7. Class reader
8. All lessons to include an aspect of reading- monitored and supported to include age appropriate texts
9. ACO to model, team teach and monitor for the teaching of reading across departments
10. Librarian to run reading club for more able readers
11. Train high ability/ older learners to work as peer mentors to those children lower in the school who struggle with reading.
 | % of pupils achieving scaled score ≥ 100 NGRT scores will increase by 10% by October 2019. School library will be used more frequently, during lesson time, as well as free time. | Author visit bid for fundingVocabulary rich trips- bid for funding |

|  |
| --- |
| **Expected Outcome 3: Lowest ability children in year 7 improve their reading age and confidence in literacy** |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
|  | Lowest ability chn in year 7 make accelerated progress in their reading age throughout the academic year | ACO  | ACO to teach lowest ability year 7, with a focus on reading- decoding/ comprehension and vocabulary building. Discrete Literacy lesson at least once a fortnight, with literacy focus in every lesson. Liase with English dept to ensure those children making accelerated progress are re-integrated into sets where appropriateLiase with SEN and EAL to ensure that all staff are clear on the target groups in their classes, and do not confuse the two categoriesModel good ‘primary’ practice, observe and team teach. Target staff across departments where this would be appropriate. | NGRT October 2019- target chn to make 12 months + progress (taking into account summer holidays out of school) |  |
| **Expected Outcome 4: Lowest ability children in year 7 improve their ability and confidence in numeracy** |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
|  | Lowest ability chn in year 7 make accelerated progress in maths throughout the academic year | ACO | Focused key skills class for LA learners- particularly with those children with poor place value and number skills. Targetted intervention across year 7- target groups of EAL, Confidence, Middle Ability, High Ability stretch Use Teaching and Learning time to develop KS3 scheme of work- including potential misconceptons/ differentiation/ non-negotiables. Work with MBE and transition team to share the good practice they have observed and/or delivered during their time at primary schoolsModel good ‘primary’ practice, observe and team teach. Target staff across departments where this would be appropriate. | Chn who achieved scaled score lower than 85 are able to access mainstream maths lessons.Improved understanding of basic calculation and place value for lowerst ability- so this does not effect other maths topics.  |  |