

Leaders: Lauren Bickley Link Leader: Zoe Simpson

<p>Intelligence already gathered</p>	<p>IDSR / internal data / monitoring and evaluation 22-23 Our external Reading data in KS1 below national. Our Year 2 cohort have been severely impacted by Covid and have high mobility. A significant amount of support and intervention has gone into Year 2 to close the gap and provide extra opportunities for those children who were 1 or 2 steps behind. This has resulted in an increase in reading data from DP2 (48%) to DP3 (58%). Our KS1 writing data at ARE and GD is slightly above national. Our external Phonics data in Year 1 is in line with national at 81%. This is a significant increase from last year (59%). Internal data shows in reading shows that children are making expected progress in Reception and Year 1. Children in Year 2 have made accelerated progress. End of year data: EYFS Reading 69% Writing 73% Year 1 Reading 64% Writing 71% Year 2 Reading 59% Writing 63% Phonics: EYFS children have been taught up to Phase 4 with 48/94 children passed phase 4 and 71/94 children passed Phase 3 ready to move onto Phase 5 in Year 1. Year 1 children have been taught up to Phase 5 block 5 75% of the cohort ready to move onto Phase 5 block 6,7 and 8 in Year 2. At the end of Year 2 64% of children have passed phonics with 36% of children needing to continue in Year 3. Previous M&E indicated that: Phonics interventions were taking place but were not always focussed on the specific area the children needed support with. Phonics lessons show fidelity to the ALS scheme. Book match can sometimes be inconsistent. Reading fluency is low and an area for development.</p>																				
<p>Performance criteria (What do we want to see?)</p>	<p>ACTION / TASK - what will you do?</p>	<p>When will it be done? By who?</p>	<p>Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3</p>	<p>Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3</p>	<p>Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3</p>																
<p>1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.</p>	<p><i>Leader to refine the phonics assessment cycle ensuring interventions are timely, effective, and focussed.</i></p> <p><i>Leader to upskill teachers knowledge of phonic decodable books and the correct book match for each individual child.</i></p> <p><i>Leader to review the classroom book areas and ensure they are purposeful and promote different books, authors and children's interests.</i></p>	<p>LB Autumn term</p> <p>LB/AG Autumn term</p> <p>AG Spring term</p>	<p>A standardised approach to phonics assessments has led to consistency in the effective use of data for all year groups. Documentation ensures that interventions are timely, effective, focussed and have impact.</p> <p>Monitoring of Year 1 phonics interventions shows impact and fidelity to the ALS scheme.</p> <p>Phonics data at this point is:</p> <table border="1" data-bbox="952 890 1404 999"> <tr> <td>Rec</td> <td>Yr 1</td> <td>Yr 2</td> <td>Yr 3</td> </tr> <tr> <td>Ph 2</td> <td>Ph 5</td> <td>Ph 5</td> <td>Ph 5</td> </tr> <tr> <td>All blocks</td> <td>Block 4</td> <td>Block 8</td> <td>Block 8</td> </tr> <tr> <td>72%</td> <td>76%</td> <td>67%</td> <td>82%</td> </tr> </table> <p>Clear guidance around levels of fluency and phonic abilities ensures that children are reading books matched to their abilities.</p> <p>February 2024 book match shows that children are reading the correct book level matched to their phonic abilities and interventions.</p>	Rec	Yr 1	Yr 2	Yr 3	Ph 2	Ph 5	Ph 5	Ph 5	All blocks	Block 4	Block 8	Block 8	72%	76%	67%	82%	<p>Phonic date and assessment cycles</p> <p>No. of children on track</p> <p>Correct book match</p> <p>Effective book areas</p> <p>Children accessing a range of books</p>	<p>Monitor Reception interventions. Continue to touch base with year groups at each assessment point.</p>
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<p>1.3 Effective use of data ensures that pupils make at least expected progress and the school achieves at least in line with national at the external benchmarks. (LB/EN)</p>	<p><i>Evaluate effective ways of measuring fluency as an identified area of weakness through tracking of 100 words per minute</i></p> <p><i>Create regular opportunities for fluency in classroom practice and</i></p>	<p>Completion of baseline assessment RR Spring 2</p> <p>HOS identification of pupils and</p>		<p>An increase in the number of children reading 100 words per minute.</p> <p>Tracking of interventions show an increase in fluency for identified pupils.</p>																	

	<p><i>monitor regular assessment intervals to demonstrate impact</i></p> <p><i>Create and implement interventions in response to the baseline data.</i></p>	<p>establish interventions Spring 2</p>		<p>Repeat of baseline process will show how pupils reading fluency has increased.</p>	
<p>3.4 Increase the number of children on track and achieving GD through increased identification and exposure to relevant work</p>	<p><i>Leader to provide incentives to increase pupil engagement in AR and ensure it can be used as a robust assessment tool.</i></p> <p><i>Leader to provide incentives for home reading across the infant building and support parent involvement.</i></p>	<p>Spring 2 LB/AG</p> <p>Ongoing throughout the year</p>	<p>CPD on The Creative Writing Process has led to refinements in the planning and teaching of writing. Children's independence and enjoyment levels have increased, this can be seen in English books and through pupil voice.</p>	<p>AR monitoring Data headlines document Pupil voice Staff voice</p>	<p>CWprocess reality checks to continue in Spring 2.</p>
	<p><i>Leader to review writing opportunities and the writing cycle to ensure it allows for enough independence and GD writing opportunities.</i></p>	<p>Autumn 2 LB/AG</p> <p>Ongoing throughout the year</p>		<p>Pupil progress meeting documents Data headlines document Writing progress data from Bromcom Moderation Learning walks Book looks Pupil voice</p>	
	<p><i>To review whole class and shared reading and ensure that children are challenged appropriately.</i></p>	<p>Spring AG</p> <p>Ongoing throughout the year</p>		<p>Pupil progress meeting documents Data headlines document Reading progress data from Bromcom Moderation Learning walks Book looks Pupil voice</p>	
<p>6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children</p>	<p><i>Set up a clearly defined M+E schedule that provides and increased knowledge of teachers' subject knowledge and of the quality of teaching and learning.</i></p>	<p>LB/AG Ongoing throughout the year.</p>	<p>Monitoring and evaluation at the end of Autumn 2 showed significant strengths and areas for development.</p> <p>A clear programme of CPD in January has led to increased knowledge and understanding of guided and shared reading, phonics and shared writing. Early Reading deep dives show that staff follow the ALS scheme with fidelity and consistency across EYFS and KS1. Guided reading sessions follow the agreed structure. Planning and lesson observations show adaptations to shared reading and writing leading to clear modelling of early reading and writing skills.</p>	<p>Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice</p>	<p>Focus day with Mel Hendy to ensure expectations are in line with city. DP1 and DP2 exemplification to be created.</p>
	<p><i>Early English leader will attend TMET English Network meetings and link with other English across the trust to seek advice and share best practice.</i></p>	<p>LB/AG Ongoing</p>		<p>Meeting notes</p>	