

Development plan – English

Leaders: Clare James Link Leader: Zoe Simpson

Intelligence already gathered	IDSR / internal data / monitoring and evaluation 22-23 Previous Monitoring and Evaluation indicated that: A strong book-led curriculum with children articulating that they enjoy and engage with their class novels. Writing in year 3 – 6 was heavily scaffolded. Input from MH indicated not enough writing opportunities in year 6 with the need for more independence. GD data in writing below national at KS2. Whole class reading embedded across KS2. Book look showed a need for more range in genres in WCR.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
3.4 Increase the number of children on track and achieving GD through increased identification and exposure to relevant work	<i>Leader to provide incentives to increase pupil engagement in AR and ensure it can be used as a robust assessment tool.</i>	Autumn 2 CJ Ongoing throughout the year.	Book looks reflect impact of KN, CJ and JH in year 5 and 6. Shorter writing cycles with learning of new skills and planning clearly defined. Learning walk also reflected this with grammar skills being taught as a mechanism before being used as a creative aspect. Meeting with LB ensured that walkthrough was clearly in line with the GD writing focus. WCR in year 6 showing to have greater impact n reading as AR quiz scores continue to rise and children access the SATs style questions with more confidence. (Add assessment data next week to support.)	AR monitoring Data headlines document Quiz usage document Pupil voice Staff voice	
	<i>Leader to review writing opportunities and the writing cycle to ensure it allows for enough independence and GD writing opportunities.</i>	Reviewed Autumn 1. Review after CPD in Autumn 2 CJ		Pupil progress meeting documents Data headlines document Writing progress data from Bromcom Moderation Learning walks Book looks Pupil voice	
	<i>To review whole class reading and ensure that children are exposed to a wide range of texts and skills.</i>	Spring 1 CJ		Pupil progress meeting documents Data headlines document Reading progress data from Bromcom Moderation Learning walks Book looks	
	<i>Create a specific focus on Year 6 GD to ensure accelerated progress. Focus reading sessions on the key skills of WN, R and I. Implement a shorter writing cycle with more GD opportunities that allow for repetition of text types.</i>	Ongoing Review at each data point.		Year 6 data action plan Pupil progress meeting documents Data headlines document Reading progress data from Bromcom Writing progress data from Bromcom Moderation	
3.1 All teachers demonstrate confidence in providing writing opportunities which develop cohesion and independence, with particular impact on GD outcomes	<i>Deliver CPD on different aspects of writing with a focus on developing cohesion in writing. Aim to develop staff subject knowledge, that will be shared amongst students.</i>	Autumn 2 CJ Supported by KN	Leader has gained knowledge of current writing cycles through planning looks. Year 6 writing cycles have been shortened and refined to ensure opportunities for cohesion and independence. Staff voice has supported this. CPD is planned and Walkthru has been agreed following meeting with LB. Impact of this was that we ensured the CPD would be beneficial for all year groups and that the walkthrough could be accessed by the whole school.	Staff voice Book looks Learning walks. Data headlines Progress data on Bromcom	
	<i>To provide teachers with CPD on how children should plan writing in a way that encourages more independence and individuality in writing.</i>	Autumn 2 CJ Supported by KN		Staff voice Book looks Learning walks. Data headlines Progress data on Bromcom Improvement in pupil attitudes towards writing.	
	<i>To provide writing grids and GD writing exemplification that improves teacher confidence and</i>	Autumn 2 CJ		Staff voice Book looks Learning walks. Data headlines document	

	<i>knowledge of teaching and assessing GD writing.</i>			Progress data on Bromcom Pupil progress meetings Moderation meeting at each data point.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<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>		Leader has gained knowledge through monitoring and evaluation activities about the teaching and learning of writing and this has fed into CPD cycle.	Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice	
	<i>English leader will attend TMET English Network meetings and link with other English across the trust to seek advice and share best practice.</i>	CJ Ongoing throughout the year.			
	<i>Writing across the curriculum – arisen from M&E</i> <i>Deliberate vocabulary development</i>	CJ to discuss with SH and JH- possible cycle 2 CPD. Individual support? Summer term?			