

HMFA Schools Action Plans

School or Phase	Deputy/AH	Term
English.	S. Watkins	Spring 2016

Key areas for development/improvement

1. Spelling in KS2
2. Guided Reading (some staff unconfident)
3. Marking/ Assessment: teachers to incorporate tick system/ printed success criteria.

Teaching

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ On the whole, reading is being very successfully taught. Phonics for reading is excellent across the federation- children are able to construct new words effectively. In EY and KS1 there are well organised systems for reading books, home/school links and phonics teaching. In KS2 children have reading books appropriate to their ability and are taught through well organised guided reading sessions in school. ▪ Talk4writing is being widely used in all year groups and is having a visible impact on progress. ▪ The vast majority of teachers have high expectations of handwriting and presentation, and this is clearly visible in books. ▪ In KS1 and EY, phonics is being used extremely effectively to support spelling and word building. ▪ In KS2, some teachers are using an organised approach to teaching spelling, including THRASS, high frequency word sheets and age related spellings. Spelling tests are being used effectively as a homework activity, with pupils testing each other during guided reading rotation activities. This is having a significant impact on spelling and understanding. 	<ul style="list-style-type: none"> ▪ Some KS2 teachers need to improve their organised approach to teaching spelling so that children have improved strategies for spelling. ▪ Some teachers need further support with teaching guided reading.

Learning

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ The quality of reading is high across the Federation. KS2 pupils use phonetic strategies to tackle difficult words. Older children read with expression and a clear pace. ▪ All pupils have responded well to the new Talk4Writing scheme and have learned the actions well, building banks of stories and 	<ul style="list-style-type: none"> ▪ Some KS2 pupils have limited strategies for spelling.

<p>vocabulary.</p> <ul style="list-style-type: none"> ▪ Pupils have a pride in their work and the excellent presentation in books evidences good behaviour for learning in class. ▪ The majority of children have good strategies for spelling and word building. ▪ Pupils are completing homework that extends their class learning. ▪ The majority of pupils take ownership of their learning, assessing their own and other pupils' work and responding to feedback. ▪ The Literacy Ambassadors have completed THRASS training and are now training Year 3 pupils. ▪ Year 6 pupils are taking part in peer learning with pupils at Whitecross through a reading scheme. 	
Assessment	
Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ The vast majority of teachers are employing assessment methods that involve pupils. ▪ The use of success criteria grids for pupils and teachers to assess against are proving successful in terms of moving children forwards in their learning and enabling teachers to plan teaching that fills gaps in learning. ▪ Staff are using the Rising Stars tests for Reading and SPaG, generating essential information for planning. 	<ul style="list-style-type: none"> • Traffic lighting as a form of AfL is not as effective as it could be. • A small number of teachers are not enabling children to self or peer assess work.
Marking	
Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Marking in books is relevant to the objective and engages the children in their learning. The feedback redirects or refocuses pupils' actions to enable pupils to achieve their next objective and outcome. Where a teacher makes a comment that requires a response, the pupils respond. ▪ Almost all teachers have consistently high expectations of presentation, handwriting and spelling, relative to the ability of the child. 	<ul style="list-style-type: none"> • A very small number of teachers are not marking to the required standard (for this reason they are receiving personalised support).

Presentation

Strengths

- Almost all teachers have consistently high expectations of presentation, relative to the ability of the child. This was clearly evident in books during book scrutinies.

Weaknesses

- A very small number of teachers need to raise their expectations of children's presentation in books.

Pupil Targets

Strengths:

- Teachers are using targets effectively. Targets in books are relevant to the individual pupil and relate to common mistakes evident in work, such as spelling development.

Weaknesses:

Use of Assessment information

Strengths:

- Staff are consistently using assessment information generated by independent writing/ Rising Stars SPaG tests to inform medium term plans, and to plan subsequent lessons and interventions.

Weaknesses:

Key Actions

- Monitor the use of THRASS or similar phonics/spelling systems in KS2 to ensure that all pupils develop spelling strategies.
- Investigate the Oxford University Press spelling scheme for KS2.
- Ensure that all staff have information on guided reading approaches (such as The Reading Factory) and observe guided reading.
- Ensure that all staff are using the new 'tick system' for AfL which replaces the traffic lighting system.
- Ensure that all staff are using the success criteria for children's writing.
- Support to be given to the very small minority of teachers who need to raise their expectations of presentation and mark according to the federation policy.