|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **To improve rates of attainment in Writing and continue to improve rates of attainment in Reading** | | | | | | |
| **Actions** | **Who Lead/ Support** | **Resources (Human, time and physical)** | **Budget** | **When?** | **Success Criteria** | **Governor responsible** |
| 1. Teachers will work with the Assessment Leader to agree targets for individual pupils in Key Stage 1 and 2. |  |  |  |  | By …………… teachers know and understand targets. This ensures high expectations. |  |
| 1. Termly pupil progress meetings will focus on planning, tracking data and scrutiny of work in Writing; All underachieving pupils will be identified and support agreed. |  |  |  |  | By …………….. all target children (those not on track to meet their individual end of year target) are correctly identified based on teacher assessment.  By ……………… intervention and support shows improved progress. |  |
| 1. Pupils not on track will receive intervention support, either within class, small group work or on a 1-1 basis. |  |  |  |  | By ………………. support staff will be working from clear plans set by the teacher, to support children at risk of not making progress.  By …………………… children will meet their end of year target. |  |
| 1. Staff to take part in Moderation of children’s writing work across both schools. |  |  |  |  | By ……………..children’s work is being marked following the Marking Policy and assessed following the Assessment Policy.  By …..............., teachers are challenging children of all abilities.  By ……………. teachers assessments are verified and accurate. |  |
| 1. The Literacy leader will conduct whole school work scrutiny three times per year; subject leader will scrutinise the work of targeted children monthly. |  |  |  |  | By ……………. teachers’ assessments are verified as accurate.  By ………………. evidence of identified weaknesses in Writing are being addressed.  By …………… books show approx. 80% of pupils are working at or above age expected levels. |  |
| 1. Targets will be displayed in all children’s books. |  |  |  |  | By …………….. children will know their target in writing and will be able to talk clearly about what they need to be able to do to improve their writing. |  |
| 1. Monitor how children are supported in their writing through the classroom environment and resources. |  |  |  |  | By ………………. monitoring confirms that available resources are being used to enhance pupils’ learning and understanding.  By …………… children know what resources are available and where they can access them within each class, promoting independent learning. |  |
| 1. Teachers will display and explain to pupils success criteria within all lessons. Spelling expectations will always be included in the SC. |  |  |  |  | By ………………. children will be extending and reviewing their own learning and thinking in more depth, and will be able to articulate this. |  |
| 1. All teachers to focus on cross curricular writing by ensuring that children are writing independently in other subject areas.   Teachers to insist that writing across all subject areas is of a good standard, building stamina for writing. |  |  |  |  | By ………………., for each topic, teachers will plan cross curricular writing opportunities.  Evidence of different genres of writing will be in each topic book.  By ……………………., evidence of independent writing will also be in Science and RE books.  By ……………….., the standard of writing in all books will be good.  By …………….., the quantity of writing children are producing within lessons will increase each month. |  |
| 1. Monitor teaching of spelling to see that all teachers are using the agreed format. |  |  |  |  | By ………………. all teaching staff will have had training in how to deliver spelling in an agreed format.  By ……………….. all classes will enjoy spelling lessons following the agreed format. |  |