

## 2SIMPLE SCHOOL ENGLISH ACTION PLAN



2019 - 2020



English Leader



Subject Team



Link Governor





# ACTION PLAN GUIDANCE

Use this example Action Plan to get a greater understanding of the typical content and points to consider when producing your own Action Plan.



In this example, it is presumed that Mr Teacher has met all of the following prerequisites before creating the Action Plan:

- ✓ Has a thorough understanding of whole school improvement priorities.
- ✓ Has had discussions with senior leaders and teaching staff of how English can support whole school priorities.
- ✓ Obtained the English policy, related policies and has digested their content
- ✓ Knows the condition of English in the school from external/internal audits, surveys, monitoring and stakeholder voice.
- ✓ Understands constraints such as budget, resources, release time, etc when formulating new initiatives.



## PAGE 2 - KEY PRIORITIES & OUTCOMES

This is the backbone page of the Action Plan. It sets out the key priorities for the year, budgetary implications and the success criteria needed to meet each priority.

### Key Priorities

Key priorities should be formulated from whole school priorities, be realistic and measurable. Due to the nature of the subject, your team might have more than other curriculum teams.

### Budgetary Implications

This isn't always as straight forward as it can appear. Your team needs to have a clear idea of your overall budget and you should try to ringfence amounts for particular areas within English such as phonics. Be clear of the cost of intangible aspects such as release time, consultancy etc.

### Success Criteria

All the Key Priorities must be easily measurable. Success criteria should be obvious and therefore clear to identify whether they have been met.

## PAGES 3 TO 5 - DETAILED BREAKDOWN OF EACH ACTION

### Objective

This is taken from a priority and can be rephrased if needed. It's helpful to include School Improvement reference codes/links.

### Actions required and by whom

Exactly as the sub-title suggests, this is where you need to state which actions are needed to achieve the objective and by whom. Be careful not to overload with actions; think carefully about the most efficient ways of achieving an objective.

### Success Criteria

Ideally quantifiable, i.e. success criteria: "90% of the boys at working towards at the end of Year 3 Summer 2019 for reading to be at working within by Autumn 2 2019 for reading in Year 4."

### Resources

This should include everything from tangible to intangible. Consider costs, time, implications of other areas of the curriculum, whole school meetings, etc.

### Monitoring

Think about how and when monitoring will take place for specific objectives. What are the most efficient ways of monitoring that are least impacting on others' time? How do you intend to feed back monitoring?

# KEY PRIORITIES AND OUTCOMES



## KEY PRIORITIES

- ✓ To increase the number of boys at the end of year 3 meeting expected attainment for reading.
- ✓ To significantly narrow the gap between SEND and non-SEND girls in year 2 for writing.
- ✓ To increase the number of pupils achieving the expected standard in phonics.
- ✓ To increase the writing progress within KS2.
- ✓ Writing across the curriculum to be at the same standard as expected in the English books.
- ✓ To raise the profile of English across the school.



## BUDGETARY IMPLICATIONS

- ✓ 90% or more of boys will be meeting or exceeding expected attainment for reading by the end of year 3 2020.
- ✓ 80% or more SEND girls will be in line with non-SEND girls in year 2 for writing attainment by Summer 2020.
- ✓ 95% or more pupils will achieve the expected standard for the phonics screening test in Year 1.
- ✓ The school demonstrates above average writing progress in KS2 at the end of the academic year.
- ✓ Pupils demonstrate consistent standard of writing across the curriculum within books when moderated.
- ✓ Classroom environments and whole school areas reflect an English focus that engages all pupils. Pupils and parents demonstrate an increased engagement with English.



## SUCCESS CRITERIA

- ✓ Purchase of Serial Mash reading library and resources.
- ✓ Staffing costs for precision teaching sessions.
- ✓ Specialist teacher recruitment costs.
- ✓ Phonics intervention programme.
- ✓ Purchase of Purple Mash for enriched writing across the curriculum.
- ✓ Release time.
- ✓ Staff training implications.



## OBJECTIVE

**TO INCREASE THE NUMBER OF BOYS AT THE END OF YEAR 3 MEETING EXPECTED ATTAINMENT FOR READING.**



## ACTIONS REQUIRED AND BY WHOM

- Meet with Year 3 team to action plan reading strategies (Miss Reading Leader).
- Utilise Serial Mash (Year 3 Team).
- Train Learning Support in precision teaching (Miss Reading Leader).



## SUCCESS CRITERIA

90% or more of boys will be meeting or exceeding expected attainment for reading by the end of year 3 2020.



## RESOURCES

- Learning Support Assistants for some of the reading strategies.
- Pre and follow up meeting time for mapping and impact analysis.
- Serial Mash.



## MONITORING

- Observations of interventions and strategies to take place weekly. Monitoring of the impact of interventions and strategies to happen throughout the academic year.
- Monitor: Planning, data, pupil voice.



## OBJECTIVE

**TO SIGNIFICANTLY NARROW THE GAP BETWEEN SEND AND NON-SEND GIRLS IN YEAR 2 FOR WRITING.**



## ACTIONS REQUIRED AND BY WHOM

- Meet with Senco and Year 2 team to discuss strategies for closing the gap (Mr English Leader).
- Initiate training for NQT & RQT in Year 2 for writing strategies (Mr English Leader).



## SUCCESS CRITERIA

80% or more SEND girls will be in line with non-SEND girls in year 2 for writing attainment by Summer 2020.



## RESOURCES

- Release time to monitor teaching approaches used.
- Training.
- Purple Mash.



## MONITORING

- Observations/monitoring to occur fortnightly.
- Monitor: Planning, data, pupil voice, English book scrutiny.



## OBJECTIVE

**TO INCREASE THE NUMBER OF PUPILS ACHIEVING THE EXPECTED STANDARD IN PHONICS.**



ACADEMIC  
YEAR



### ACTIONS REQUIRED AND BY WHOM

- Identify the phonics approaches that have the least impact and implement non-negotiable changes (Phonics Leader & EYFS/ Year 1 Leaders).
- Improve parent engagement. Provide parental workshops and resources (Phonics Leader).



### SUCCESS CRITERIA

95% or more pupils will achieve the expected standard for the phonics screening test in Year 1.



### RESOURCES

- Purchase of tangible and intangible resources.
- Release time for preparation, training and monitoring.



### MONITORING

- To undertake monitoring of phonics delivery, pupil understanding and planning of session fortnightly.
- Monitoring: Pupil voice, strategies used and data.



## OBJECTIVE

**TO INCREASE THE WRITING PROGRESS WITHIN KS2.**



ACADEMIC  
YEAR



### ACTIONS REQUIRED AND BY WHOM

- Implement new teaching approach to writing throughout the school (Writing Leader).
- Train staff to identify key barriers to progress and impactful sets of actions to move pupils on (English Leader).



### SUCCESS CRITERIA

The school demonstrates above average writing progress in KS2 at the end of the academic year.



### RESOURCES

- Staff meeting time allocated for training for new teaching approach.
- Review meetings – release time.



### MONITORING

- Monitoring will take place throughout the academic year to ensure teaching approach is embedded and impactful.
- Monitoring: English books, strategies, classroom environment, resources used, pupil voice and data.



## OBJECTIVE

**WRITING ACROSS THE CURRICULUM TO BE AT THE SAME STANDARD AS EXPECTED IN THE ENGLISH BOOKS.**



### ACTIONS REQUIRED AND BY WHOM

- Implement non-negotiables for curriculum books (English Leader).
- Writing expectations and targets available for all pupils in classroom (English Leader).
- Extended writing planned for and implemented across the wider curriculum (Teaching Staff).



### SUCCESS CRITERIA

Pupils demonstrate consistent standard of writing across the curriculum within books when moderated.



### RESOURCES

- Release time for preparation, planning, training and monitoring.



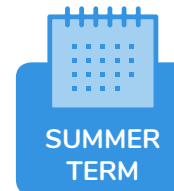
### MONITORING

- Monitoring over the year at key book scrutiny periods.
- Monitoring: Books, pupil voice and data.



## OBJECTIVE

**TO RAISE THE PROFILE OF ENGLISH ACROSS THE SCHOOL.**



### ACTIONS REQUIRED AND BY WHOM

- Implement non-negotiables for classroom displays and learning areas (English Leader).
- Create an interactive English area (English Leader).
- Create library area (English Team).
- Implement learn with your child days (English Leader).



### SUCCESS CRITERIA

Classroom environments and whole school areas reflect an English focus that engages all pupils. Pupils and parents demonstrate an increased engagement with English.



### RESOURCES

- Release time for preparation.
- Physical library and display resources.



### MONITORING

- Release time for preparation.
- Physical library and display resources.