

Westfield Arts College
Subject Leader Improvement Plan 2016-2017: English

Section One: Developments in support of the whole school College Improvement Plan

Objective	Action	Lead Person	Cost	Time scale	Success Criteria	Monitoring Evaluation
To continue to provide a curriculum that is constantly evolving, completely relevant and able to meet the changing needs of our pupils; (CIP:1.1)	1: Further develop understanding of the new curriculum, consolidating the use of descriptors for TAUGHT, MASTERING, ACHIEVED, SECURE to ensure consistency of expectation.	SS/CS		July 17	All teachers using the new skills descriptors with consistency and identifying appropriate and challenging individual targets for pupils through a range of genres	1: Moderation of assessments made using skills descriptors at moderation meetings (SS/CS) using T, M, A, S
	2: To develop individual plans for accreditation for pupils in Key Stage 4 – the new Step-Up Entry Level for some and new GCSE English Language for others	SS/Y10 teachers		End of Year 10 for ind.	All KS4 pupils working towards the most appropriate and challenging accreditation in English.	2: SLT to monitor the effectiveness of individual targets to provide differentiation and challenge in all lesson observations
	3: Develop centralised planning for the new materials used to deliver Step-Up, to ensure coverage of all objectives being met	SS		Bi-annually	Pupils working towards new Step-Up Entry Level or GCSE	3: Achievement of accreditation for some students
	4: Continue looking at different genres for both writing and reading; where these can be developed further through topic and cross-curricular work	SS/CS Teachers		July 17	Pupils accessing a variety of genres in different literacy lessons and other subject areas	4: SLT seeing different genres being taught in Literacy lessons, and cross-curricular
	5: Develop a cohesive plan for the radio station to improve speaking and listening skills	SS/CG		Dec 16	Core plans with ideas, to show how to achieve development throughout a pupil's school career	CS to continue work scrutiny 5: Range of plans in place for different skills and different abilities

Section Two: Developments in this curriculum area:

Objective	Action	Lead person	Cost	Time scale	Success Criteria	Monitoring Evaluation
To develop systems to ensure consistency and coverage of phonics across the school	<p>Develop an assessment record to follow pupils until Sixth Form, ensuring coverage of all phonemes/graphemes</p> <p>Offer support and guidance for those unfamiliar with delivering phonics, especially higher up the school</p> <p>Monitor delivery and assessment methods to ensure these are useful</p>	CS			<p>Single assessment document to move through school with each pupil</p> <p>Staff feeling equipped and confident to teach new/unmastered phonemes with all pupils</p> <p>View assessment booklets, discussing ease of use with staff, making necessary amendments</p>	<p>Check documents, recording and relevance</p> <p>Staff able to deliver phonics teaching</p> <p>Include in work scrutiny</p>
To ensure that assessments of pupils' skills (using of TMSA) are consistent across the school and that this reflects assessments in other TADSS schools and nationally (when appropriate)	<p>1: Moderation sessions in school using the new assessment skills criteria for TMSA</p> <p>2: Moderation with TADSS schools and Damers, looking at pupils working within the P levels</p>	<p>CS</p> <p>CS/SS</p>		<p>All year</p> <p>Spring Term</p>	<p>Teachers are confident in the use of the skills criteria for assessment and understand the requirements for levelling as TMSA for each statement</p> <p>CS attending Literacy co-ordinators meetings with TADSS schools</p> <p>Work at P levels is moderated across TADSS schools and mainstream</p>	<p>SS/CS to lead and evaluate moderation sessions using agreed attainment levels</p> <p>Evaluate and compare pupil teacher assessments and results</p>

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To improve progress in Speaking and Listening across the school	<p>1: Continue to work with staff to familiarise them with small-steps in assessment documents</p> <p>2: Look at use of new descriptors for TMAS where there are trends of weakness and address through class planning and use of drama, radio</p> <p>3: Work with LA in classes with high S&L needs to support pupils with S&L difficulties</p>	<p>CS/SS/CG/MG</p> <p>CS/CTs/LA</p>		<p>July 2017</p> <p>Ongoing</p>	Progress outcomes for Speaking and Listening in line with those across the school for English	SS/CS to monitor progress and achievement, in line with those for other areas of Literacy
To develop/further develop understanding and confidence in meeting the specific learning styles and literacy needs of groups of pupils (eg: Downs Syndrome, Dyslexia , Dyspraxia)	<p>1: Whole school and small group INSET in meeting the specific literacy needs of pupils, following on from training provided via TADSS –eg: Downs Syndrome Conference. Share and develop resources used and available to deliver effectively</p> <p>2: Intervention team to develop individual interventions as required LIP (Literacy Intervention Plan)</p>	<p>SS/CS/KW</p> <p>KW/TH/SC</p>		<p>1-2 years</p> <p>Ongoing</p>	<p>Teachers and TAs are aware of the specific literacy needs of groups of pupils and individuals, and are identifying the most appropriate teaching strategies and resources to use.</p> <p>Staff trialling and selecting range of resources to use for supporting/delivering to different pupils following training</p>	<p>Feedback from teachers who have trialled different approaches to learning, and suggestions for resources to purchase</p> <p>Feedback from interventions team and staff teams</p>
To review the guided reading resources and to re-group them into NC years (e.g. NC1 Autumn = Level 1C), providing more where necessary	<p>1: Collect in all guided reading books across the school; go through to fix any that are damaged and take out those that are unsuitable/unusable now.</p> <p>2: Sort and colour code all books that are used either for guided reading</p> <p>3: Consult with staff and source books where there are not enough, looking at groups, e.g. reluctant boys, so further books can be purchased</p>	CS	TAs during training day	<p>March 2016</p>	<p>Books sorted and labelled</p> <p>Skills sheets for use with each NC year and those in-line with P levels</p>	Teachers/TAs to report back on skills sheets
To interrogate use of feedback, WALT, LO and marking systems, developing some consistency across the	<p>1: All staff who deliver literacy looking at how we identify our LO to the pupils</p> <p>2: Consider use of Must: Should: Could type system to set expectations for different genres</p> <p>3: Look at use of stars and footsteps (most</p>	Lit. staff		July 2017	Staff using more consistent approaches to planning and marking for those pupils suited to these	Students using those selected to self-assess, remind of targets, edit and improve work

school for target setting and praise	commonly used system across school from Work Scrutiny) for rolling out to those suited 4: S2S ladders 5: Target flaps/tags 6: Spelling flaps/cards/booklets 7: Use of colour-coding to show positives and targets				<p>Trial pink and green for achievements and developmental feedback.</p> <p>Implement 'Next-Steps' and stars consistently across the school</p> <p>Saira to capture weekly examples and share with whole staff, to promote good practice</p>	
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To continue to make outstanding provision for learning in IT and Computing (CIP: 1.4)	1: Develop use of IT programs to enhance practise of reading, spelling and SPaG	CS/SS		Jan 2017	Pupils still accessing Reading Eggs regularly to develop reading skills and understanding, and also using spelling and SPaG aspects of program	Staff using feedback from program to inform planning and target setting. Pupils making progress from use