

Westfield Arts College
Subject Leader Improvement Plan 2024-25: English

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

Objective	Action	Lead Person	Cost	Time scale	Success Criteria	Monitoring Evaluation
1.2 To develop employment opportunities for Sixth Form based at Dorset Council County Hall	1. Work with staff to develop progressively developmental list of skills needed to do so 2. Develop timetable to include Sixth Form students using time to run sessions or complete administration and organisation	AR CS 6th Form teachers			Sixth form students independently running weekly requirements of the library Students working through the progressive list of skills and jobs required for different elements of library, from maintenance to delivering own sessions	Phoebe Herring completed qualifications through her work in the library, with Catherine Rose
1.3 To update Efl with frameworks in all subjects, prioritising core subjects (2023-4) 1.3.1 Ensure subject leaders are working with Leader of Learning to populate Efl frameworks (2023-4)	1. Work with NH to fully update Efl as its use develops and issues are identified 2. Liaise with NH to ensure frameworks are developed and updated in preparation for Efl 3. Regular review of progress and further actions are required 4. Review use of Family App for sharing achievements (see 3.3) 5. Moderate work stored in electronic samples to ensure these reflect assessment levels shown on Efl	NH CS			1. Efl for English monitored and adjusted to suit needs, as it starts to be used regularly 2. Staff aware of how to use Efl for their cohort of students 3. Sixth Form functional English included in Efl assessment 4. Family sharing used where appropriate 5. Work samples and assessments levels showing close correlation	Ongoing Efl fully incorporates the progression pathway for RWI and associated materials
1.4 To develop communication approaches across the school	1. Work with Intervention staff and teachers to ensure applicable skills and knowledge are 'rolled-out' into class and group learning sessions. 2. Look for ways to integrate S&L support strategies into materials and methods used in class	Sandra TH CS NH			1. Intervention Staff guiding need for class support/ individual intervention 2. Sharing of shape-coding,	Signing and use of Widget and appropriate signage is now standard across the school, assemblies, etc. Shape-coding was not rolled out again this year, due to bespoke nature making materials

						unavailable for staff: Colourful Semantics has been explained and will be introduced 2025-26
1.5 To develop Computing curriculum and resources	1. Work with Jack and Matt to train staff to introduce adaptive technology, initially for reading, then looking at support for composition too.	MD JD CS NH			1. Staff familiar with technology available for supporting reading 2. Students being supported to use adaptive technologies 3. Students independently choosing to use adaptive technology 4. Staff planning and implementing lessons to include adaptive technologies to support reading, then recording, in different curriculum subjects	Talking Tins being used in different classes to support composition, spelling, aural rehearsal Talking Pen trailed and successful in Sandbanks Class for Noah Conn to use to access maths questions This will need costing and further trialing before rolling out to staff; needs to be aimed at individual needs within some classes Other adaptive technologies, e.g. dictation applications suitable for larger group teaching lessons

Section Two: Developments in this curriculum area:

Objective	Action	Lead person	Cost	Time scale	Success Criteria	Monitoring Evaluation
To develop basic skills practise across KS3/4, to develop reading skills and handwriting development through daily access	1. Work with tutors, subject teachers and TAs to identify ways to improve reading practices, from modelling to leading reading activities in times where there is curriculum slippage 2. Train staff in letter formation and ways to practise, training muscle memory, flow and fluency 3. Training to further support differentiation	NH/CS			1. Daily handwriting practise across the school in all ages 2. Reading tasks differentiated/ supported in subject lessons 3. KS4 staff comfortable to engage with/deliver reading activities	SLT observations Moderation of planning and subject books Development of planning following training Students having handwriting books/folders for

	through materials and methods for reading in different subject lessons and during focused reading times, including DEAR					personalised practise
To ensure pupils are exposed to different genres of writing across the school, where relevant, and functional purpose where inappropriate	1. Work with English teaching staff to identify ways to write for a variety of purposes and in a variety of genres; develop checklists for staff to use when planning/mind maps for different books in topic boxes 2. Look at relevance of NC against what is useful and practical for our students, so functional writing opportunities are planned for 3. Work with members of staff who are less confident/comfortable delivering/modelling reading across the school to increase pupil exposure to male reading role-models across the school 4. Develop use of adaptive technology to ensure access for all, across subjects	CS/NH	Staff meeting time	Ongoing	1. Examples of writing from different genres in all areas of the school (where appropriate). 2. Organise a whole school writing day 3. Training delivered, more male staff involved with reading 4. Staff across the school using adaptive technology to assist students in reading text beyond their reading level	Moderate new books Work scrutiny Lesson observations Planning monitoring Mind maps
To continue to ensure that assessments of pupils' skills (using of TDAS) are consistent across the school and these reflect assessments in other TADSS schools and local mainstream schools (when appropriate) (Continue shared moderation with other schools looking at Engagement Model and further assessment developments)	1. Begin to moderate current work samples as a whole staff, comparing evidence with EFL assessments 2. Work with other schools to support their use of Development Matters and ensure consistency between special and mainstream Work with Chesil Reading Partnership schools to moderate reading using NC expectations Moderate with other TADSS and mainstream schools to ensure consistency with NC Year expectations Work with secondary staff from mainstream to support with SEN provision Work with/support English Co-ordinators from Mountjoy and Coombe House	CS/NH HC/DA/LW	Co-ord time	Ongoing	1. Work being moderated shows is in-line with learning assessment objectives and levels 2. Work samples taken to other schools is moderated to be in line with NC Year group expectations 3. Engagement Model/EY assessment expertise is shared with other schools to support their work with SEN pupils	Whole school moderation TADSS schools moderations Collections of evidence for comparison EfL statements for The Engagement Model

To begin to find and access funding to implement findings for Positivity Project, developing a more inclusive range of texts available to reflect diversity in sexuality and gender-identity	1. Revisit funding application for Warburtons, shared with Clair Adams last year 2. Follow up with Friends of Westfield regarding funding for purchasing books 3. Explore whole-school knowledge of own students to begin to identify books most suited to our students – no feedback provided 4. Work with diversity and inclusion project staff and Mel Lane to select appropriate and well-aimed texts to suit our students needs 5. Expand collection of fiction and non-fiction texts available about gender, identify and sexuality				1. Funding accessed and purchase orders made 2. Library showing new criteria of books, both fiction and non-fiction, to identify books available 3. Kinder boxes beginning to show a more diverse range of relationships, family make-ups, identities 4. Library resources to meet needs of students	All books recommended by Mel Lane, Jack Dickinson, Laura Chaffin-Tracey, and those from recommended book lists purchased Books all classified ready for release Waiting for feedback about vending machine options
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Subject Leader Improvement Plan 2025-26: English

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

Objective	Action	Lead Person	Cost	Time scale	Success Criteria	Monitoring Evaluation
1.2 To develop English Curriculum, RWI approaches and reading materials	1. Implement new RWI assessment tools 2. Expand books for progression through RWI scheme 3. Have reading resources for identity and diversity available for students to access 4. Reinstate DEAR into timetable and support staff to promote this 5. Plan for a staff development day in the Autumn and Summer Term to support staff with delivery and adaptation of the programme (as identified in first visit)	CS NH			Monitor use and success of RWI assessment tools. Further purchase of suitable book resources, based upon whole-staff feedback of individual needs and identity. All pupils have access to a wide range of reading materials which support progression and reflect personal identity. DEAR timetabled weekly	
1.5 To further develop Communication approaches across the school	1. Identify key areas for development and identify actions • Colourful Semantics training for whole school • Colourful Semantics planned in lessons where necessary and appropriate	LCT/NP TH/NH			English lessons and resources utilising 'Colourful Semantics' symbols and coding, following whole-school training, moving on from 'Shape-Coding'	

Section Two: Developments in this curriculum area:

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To expand the range of reading books available to support RWI levels	1. Purchase more Ruth Miskin books to support RWI/Freshstart materials 2. Set up bookshelf to house all RWI reading materials in dedicated area, away from general reading scheme books 3. Label reading scheme books in line with RWI order of sound introduction and levels	CS/NH	£1000	Ongoing	More books for all RWI levels Reading books supplementing levels/modules for over-learning Book shelf for RWI books in NHs office Reading scheme books in Primary area labelled in line	

	4. Source age-appropriate reading materials for lower reading stages				with RWI classification New texts for older readers, levelled in line with RWI expectations	
To look at progression and continuity across the school for English, with SLT, to identify what is achievable within timetable and staffing constraints, and prioritise what is important as a 'big picture'	1. Look at SLT's expectations for basic skills, handwriting, reading, etc. in order to look at timetabling, training and planning, for students in KS4 onwards 2. Source/provide training for staff based on SLT decisions 3. Support KS4 staff who need confidence to deliver English basic skills, and share recognised methods that go across the school, e.g. letter formation, etc. 4. Continue to offer coaching to teachers new to the scheme	CS/SLT			Consistent and continuous teaching of handwriting, reading and spelling, alongside English lessons across the whole school Freshstart/RWI Spellings/Ninja Spellings being used throughout KS4 and 6 th form	
To further investigate use of adaptive technologies for individuals, looking at what is available and what is realistic with budgets available	1. Look into what is available for individuals further with Jack Dickinson and trial 2. Confirm budget available and priorities with NH, so research is appropriate 3. Introduce what we have used successfully so others are aware and can begin to consider for individuals in own classes	CS/JD SLT			Adaptive technology being used by individuals to access reading independently Staff becoming aware of what is available and using these in curriculum lessons	
To investigate adaptive technologies available on programs currently in use, looking at how and where these can be woven into the curriculum, for English, ICT and other subjects	1. Trial dictation applications on current software, using in lessons 2. Plan lessons where laptops can 'read' sections of text, to make research more accessible	CS/JD SLT MD			Adaptive technology being used by individuals to access reading independently Staff becoming aware of what is available and using these in curriculum lessons	
To continue to develop the breadth and range of books available to show modern families,	1. Resend questionnaire to staff to survey the needs of our students, to try and encompass a variety of individuals and groups 2. Fine-tune books being selected to meet the				Wide representation of books available, in response to survey findings Vending machine to dispense	

identities and sexual orientations	needs from responses 3. Revisit vending machine options with NH 4. Continue to apply for grants to fund the vending machine 5. When successful launch the initiative				books to older students	
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