

Literacy Action Plan 2019-2020

Key objective 1: Curriculum

To ensure effective intervention is in place to close the literacy gap of those working 'below expected' for literacy with particular

This objective will be met by the following ACTIONS:				
Action 1: Reading Age tests administered and key points in the year				
Action 2: Cohorts identified and tracked by TLR holder				
Action 3: Standardisation of student work in school and cross-phase				
Action 4: Accelerated Reader Access to identified students and support staff guidance				
Action 5: In class support from reading coordinator				
Action 1: Reading Age tests administered and key points in the year				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
September 2019, Jan & June 2020	BCA	Reading age data and diagnosis done three times a year to check improvements.	£1000	95% of identified year 7 students showing expected progress, reading age data.
Action 2: Cohorts				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
September 2019, Jan & June 2020	NSW	Track the number of students tacked as 'working towards' at various points in year 7.	£1000	The number of students classed as 'working towards' to decrease so 90% of whole cohort are 'working at'.
Action 3: Standardisation of student work in school and cross-phase				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
December 2019, February and April 2020	NSW	To use WAGOLLS to standardise student responses and the level staff have awarded.	£1000	Ensure that level of 'currently working at' expected of Y7 is higher than that expected of year 6 and this is awarded consistently.
Action 4: Accelerated Reader Access to identified students and support staff guidance				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
Ongoing	BCA	Reading age data and diagnosis done three times a year to check improvements.	£2000	95% of identified year 7 students showing expected progress, reading age data.
Action 5: In class support from reading coordinator				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
Ongoing	BCA	Observations and learning walks observe effective support.	£500	Students assessed as 'working towards' in primary are able to access the English curriculum.

Key Objective 2: Teaching & Learning

To close the vocabulary gap and whole school literacy gaps through the development of teaching and learning.

This objective will be met by the following ACTIONS:				
Action 1: Whole staff training on using SATs data to define starting points				
Action 2: Update Year 7 schemes of work to include effective differentiation to support learners with all levels of literacy. Training given to staff.				
Action 3: Ensure that 'linguistic capital' is shared across all subject areas.				
Action 4: Literacy interventions delivered by English teachers as part of wave 1 strategy.				
Action 5: Target cohort of students to use Quickstep English to close SPAG gap				
Action 1: Whole staff training on using SATs data to define starting points and how to identify catch up cohort.				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
September 2019	JSA	Learning walks to show that staff are using seating plans to identify 'working towards' students.	£500	All Ebacc teachers to have seating plans in T&L folders that identify 'working towards' students.
Action 2: Update Year 7 schemes of work to include effective differentiation to support learners with all levels of literacy. Training given to staff and contact made with home to alert parents of how needs are being met.				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
September 2019 and ongoing	JSA	Learning walks to monitor the use of effective differentiation in Y7 lessons.	£1000	90% of lessons in learning walks to use 7 types of differentiation outlined on training.
Action 3: Ensure that 'linguistic capital' is shared across all subject areas.				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
October 2019 and ongoing	JSA	Linguistic capital in starters on the staff drive to be QAd and feedback given to HoDs.	£1000	'Linguistic Capital' to be shared with students for every 3 hours of learning in each subject area.
Action 4: Literacy interventions delivered by English teachers and support staff as part of wave 1, 2 and 3 strategies with a focus on the catch-up cohort..				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
December 2019 and Ongoing	NSW	Interventions evident in books and learning walks for all year 7 lessons and on tracker. Attendance logs for wave 2 and 3 sessions.	£500	All English teachers to provide 'working towards' students with wave 1 interventions. Year 7 lead to coordinate Wave 2 and 3 strategies.
Action 5: Target cohort of students to use Quickstep English to close SPAG gap during form time.				
Dates	Person Responsible	Monitoring & Evaluation	Cost	Success Criteria
February 2018	NDE	Evaluation of Quickstep data to track improvements in SPAG accuracy.	£1250	95% of students enrolled on the Quickstep program complete the recommended activities.

Key Objective 1: Curriculum: to develop further the range of intervention strategies in use to ensure that Year 7 catch-up students in maths are able to progress in line with or exceeding the progress of their peers.

This objective will be met by the following ACTIONS:				
Action 1: Implementation of Mathswatch homeworks				
Action 2: Year 7 Maths workshops to promote engagement				
Action 3: Numeracy Ninjas in registration				
Action 1: Implementation of Mathswatch homeworks				
Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Sept 19 – July 20	LBE	Baseline data, Autumn, Spring & Summer Data, internal data, attendance to intervention sessions, completion of homework	£650	Identified Year 7 students showing expected progress. At least 95% of students completing weekly homework tasks on regular basis. More accurate data monitoring.
Action 2: Year 7 Maths workshops to promote engagement				
Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Jan 20, Mar 20, Jun 20	KBU	External companies to deliver workshops to engage students.	£1800	95% attendance to sessions. Identified Year 7 students showing expected progress and positive student voice about experience.
Action 3: Numeracy Ninjas in registration				
Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Sept 19 – July 20	SSI	Numeracy Ninjas takes place during registration each week. Termly awards for progress.	£400	Arithmetic gap is closing. Positive student voice. Catch-up cohort is monitored and intervention strategies implemented.
Action 4: Parental contact including support booklet				
Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Sept 19 – July 20	KBU	Baseline data, Autumn, Spring & Summer Data, internal data, attendance to intervention sessions.	£300	Parents are aware of the catch-up program and feel able to support their child to make progress

Key Objective 2: Teaching and Learning: to further improve teaching and learning across school and for targeted cohorts

This objective will be met by the following ACTIONS:

Action 1: Partial funding of KS3 TLR post

Action 2: Use of numeracy baseline test to enable bespoke intervention

Action 3: To implement a new Year 7 curriculum designed to meet the needs of all students

Action 1: Partial funding of KS3 TLR post

Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Sept 2019 - Ongoing	JHA		£2750	A strong KS3 curriculum with differentiation that promotes challenge within lessons and is implemented consistently across the department. A robust assessment process that ensures accurate monitoring and ensures that students know how to make progress.

Action 2: Use of numeracy baseline test to enable bespoke intervention

Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Sept 2019 - Ongoing	KBU	Analysis of data and match up with KS2 data to identify weak areas. Analysis of homework completion in relation to areas of weakness identified.	£400	All staff knowing individual strengths and weaknesses to improve outcomes. Students are more confident in identified areas.

Action 3: To implement a new Year 7 curriculum designed to meet the needs of all students

Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Sept 2019- July 20	JHA	Analysis of data and match up with KS2 data. Learning walks and work scrutiny. Differentiation is embedded within all lessons.	£700	Improved outcomes for all students. More students at or above expected level. Positive student voice.

Key Objective 3: Wider Outcomes: to provide a range of opportunities for students, no matter what their background, to access learning opportunities outside the classroom

This objective will be met by the following ACTIONS:

Action 1: Maths breakfast club with Year 9&10 mentors.

Action 2: To implement Jaguar maths

Action 3: Extra-curricular visit to Jodrell bank (or similar)

Action 4: Regular maths competitions

Action 1: Action 1: Maths breakfast club with Year 10 mentors.

Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Sept 2019 - ongoing	KBU	Spring & summer data of identified students. Session registers.	£600	95% attendance to sessions. Identified Year 7 students showing expected progress and positive student voice about experience.

Action 2: To implement Jaguar maths

Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
Sept 2018 – ongoing	TKE/LEA	Attendance to sessions. Student voice.	£650	Good attendance to sessions. Some students progress onto a National Competition. Good feedback from use in feeder primaries.

Action 3: Easter Booster Classes

Dates	Person responsible	Monitoring & Evaluation	COST	Success Criteria
May 20	KBU	Summer data of identified students. Session registers.	£1000	95% attendance to sessions. Identified Year 7 students showing expected progress and positive student voice about experience.