

Literacy Action Plan 2024/25

Actions <i>What will be the specific actions taken to achieve the objective?</i>	Success Criteria <i>What the success will look like?</i>	Timeframe <i>When will the actions be completed?</i>	Responsibility <i>By whom the actions will be completed</i>	Monitoring <i>How will improvement be monitored?</i>
Objective 1: To Promote the Love of Reading				
<p>1. To promote a love of reading for all pupils whilst creating life-long readers who are able to access the curriculum with independence and confidence so that they go on to be successful in post 16 education and beyond. Our intent is that we encourage a genuine love and interest in reading. This can be seen through pupils' increased ability to discuss whatever they read.</p>	<p>To subscribe to daily newspaper and magazine subscriptions (September 2024). To follow school timetable where everyone reads in tutor for 15 minutes. To have copies of books, magazines, newspapers, extracts for the pupils. Reading corners in every tutor room. Set up Rota for library to be staffed at Break and Lunch time (Andrew Tues & Thurs)</p> <p>Monitoring / Evaluation: Reading for pleasure will be monitored through Learning Walks; Behaviour Walks at tutor time. These will be recorded. Pupil voice will be used to discuss any books, newspapers and reading material pupils would like. Reading scores will be monitored through Star assessment, progress in general across the curriculum will improve. Pupils are seen engaging in reading in their free time through the use of the library at break and lunch. Pupil surveys are 3 times per year and will include a section on reading for pleasure. A reading focus group will be created from each key stage.</p>	- ongoing	<ul style="list-style-type: none"> • T and L Lead- to organize newspaper subscription • Reading Lead to monitor progress • SLT L/Ws 	<ul style="list-style-type: none"> • Reading Star Assessment progress throughout the year. • Positive GCSE results Vocational Subject results • Increase in whole school progress data • Positive intervention data • Improvement in pupils' spelling/ Speaking & Listening scores for Functional Skills and GCSE English However, the impact goes beyond the results of statutory assessments and GCSEs.
Objective 2: Assessment				
<p>1. Regular (termly) Star assessment data (diagnostic report) used as an objective source of data to identify</p>	<p>Termly star data collection to identify pupils performing below ARE (initially picking up those pupils who are on urgent intervention</p>	<p>Review termly</p> <p>Identify children from data; narrow gap between groups; continue to have pupil</p>	<ul style="list-style-type: none"> • T and L Lead teaching staff to administer 	<ul style="list-style-type: none"> • Moderation of work • Work scrutiny • Data analysis

<p>2. A) urgent intervention 3. B) intervention C) on watch</p>	<p>Decide upon most needy cohort- KS3, KS4, KS2</p> <p>Liaison must be had with classroom teacher to ascertain if chosen pupils are most appropriate (behaviour/ known gaps in learning/ motivation)</p>	<p>progress meetings and discuss issues in achievement teams- to continue to monitor outcomes from interventions; training in sims; raise on-line;</p>		<ul style="list-style-type: none"> Star data reports (diagnostic report initially the growth report when enough data allows)
<p>2. Teachers to identify pupils through classroom assessment who are not making expected progress</p>	<p>Using formative and summative assessments teachers to identify and flag up pupils they feel will benefit from the full programme of</p>	<p>- First two weeks in November followed up by the termly review.</p>	<ul style="list-style-type: none"> T and L Lead Teaching staff 	<ul style="list-style-type: none"> Progress data Moderation Work scrutiny Data analysis Star data reports (diagnostic report initially the growth report when enough data allows) RWI/ Freshstart data
<p>Objective 3: Interventions</p>				
<p>2. To monitor Literacy interventions- RWI/ Freshstart</p>	<ul style="list-style-type: none"> All groups of students are making good progress and beyond. Targets are set in a robust and accurate manner Targeted intervention takes place and supports attainment where there may be under achievement Intervention on timetable <p>Identified pupils to be given 3x 20 mins sessions weekly 1:1</p>	<p>Set up in Autumn 1 and reviewed termly</p>	<ul style="list-style-type: none"> T and L Lead Intervention Lead Progress Lead 	<p>L/Ws and W/S and Star Data data</p>