



Portesham CE VA Primary School

Single School Action Plan 2021-22

Signed: *V C Prior* Date: 16.7.2021

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Portesham CE VA Primary School

Single Action Plan 2021-2022

Review date: Wb: July 19th 2021 (then half termly)

Single Action Plan 2021-2022

RAG status rating:

White: Not started
 Red: Not achieved past deadline
 Amber: In process
 Green: Achieved

Priority 1: Leaders must accurately evaluate the school's weaknesses and plan strategically to drive rapid improvements to the quality of the education Quickly secure and develop leadership capacity in order to secure improvement.

Success Criterion: The quality of education received by all pupils is at least good. There is clear progression in all subjects of the curriculum so that pupils can build on prior learning and remember more. Joined an established local MAT that enhances and builds a sustainable school structure, enabling all levels of leadership to successfully fulfil their duties.

Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Status
1.1 Improvement planning to accurately identify weaknesses and immediate priorities and actions.	<p>June 2021 Working from Ofsted identified priorities, draft and finalise School Single Action Plan</p> <p>July 2021 Finalised Subject Leader Action plans in place for September 2021 – 22 Numeracy Literacy</p>	<p>Completed by 30.6.2021</p> <p>Completed by 23.7.2021</p>	<p>VP/MB</p> <p>Lead Governor CB</p> <p>MB SW</p> <p>Lead Governor MB</p>	<p>Draft SSAP to ECLs 18.6.2021</p> <p>Final draft SSAP to NLE, ECLs and Governors 24.6.2021</p> <p>English Hub Registration</p> <p>Jurassic Maths Hub Link established</p>	<p>By July 2021: Challenge and support has resulted in a SSAP that complete, agreed by all those working in and alongside the school.</p> <p>The school will be maximising on the opportunities to access external support, challenge and CPD to deliver the ambitious improvement plans</p>	<p>ECL/NLE scrutiny of draft SSAP plan.</p> <p>TAS#1 16.7.2021</p>	

					A robust plan that outlines key actions, who will undertake them and how the impact of these actions will be monitored and evaluated.		
1.2 Ensure curriculum improvement work is effectively targeted to address weaknesses identified across all subjects	<p>July 2021 Staff meeting to discuss final report and the SSAP</p> <p><i>% MLT NLE support to focus on Numeracy and Literacy leadership and Action Plan implementation. Initial visits before the end of summer term 20-21.</i></p> <p>September 2021 MLT staff visit Portesham, Portesham staff visit MLT (Equivalent of 2 days NLE support, 2 x full day)</p> <p>Lesson drop-ins, work study, scrutiny of planning, pupil interviews. (Equivalent of 1 day NLE support, 2 x half day)</p> <p>October 2021 Literacy and Numeracy Subject Leader Action Plan Review (RAG)</p> <ul style="list-style-type: none"> • Joint lesson observations • Work Study - sequencing <p>February 2022 Literacy and Numeracy Subject Leader Action Plan Review (RAG)</p> <ul style="list-style-type: none"> • Pupil interviews 	<p>TBC once report publication date confirmed.</p> <p>Literacy Lead Governor: ? Numeracy Lead Governor: ?</p> <p>Completed by 30.9.2021</p> <p>Completed by 30.9.2021</p> <p>Completed by 31.10.2021</p> <p>Completed by 27.2.2022</p>	<p>VP Lead Governor CB</p> <p>VP/AL</p> <p>VP/MB/SW</p> <p>MB+SW MLT Leads</p> <p>MB+SW</p>	<p>Summer 2021 ECL meeting 8.6.2021 – discuss SSAP and start drafting process</p> <p>NLE meeting 10.6.2021 – to define what support is available and how best to maximise its impact.</p> <p>TAS meetings: Dates TBC (ECLs, Diocese, NLE, Govs, SLT,)</p> <p>MLT links established</p> <p>Initial visits completed.</p> <p>Autumn 2021 Joint lesson observations Work Study</p> <p>Subject Leader Action Plans RAG</p> <p>Reports to GB via Lead Governors for Lit and Num.</p>	<p>By February 2022 NLE support effectively targets identified weakness in Leadership and management and core curriculum, Numeracy and Literacy:</p> <p>Numeracy and Literacy Subject Leads have received school to school support to accurately evaluate their subject area and have an Action Plan that effectively targets identified weaknesses</p> <p>The school will be maximising on the opportunities to access external support, challenge and CPD to deliver the ambitious improvement plans</p>	<p>NLE visits and reports to GB and TAS</p> <p>ECL visits and reports to GB and TAS</p> <p>TAS meetings</p> <p>Lesson Drop-Ins</p> <p>Lesson Observations</p> <p>Work Study</p> <p>Pupil Interviews</p>	

	<ul style="list-style-type: none"> Work Study – tackling misconceptions <p>June 2022 Literacy and Numeracy Subject External Lead: SP Leader Action Plan Review (RAG)</p> <ul style="list-style-type: none"> Joint lesson observations Work Study 	Completed by 30.6.2022	MB+SW	<p>Spring 2021 Pupil interviews with Subject Leaders and Lead Governor. Work Study with internal and external view.</p> <p>Subject Leader Action Plans RAG</p> <p>Reports to GB via Lead Governors for Lit and Num.</p>			
			MB+SW	<p>Summer 2021 Joint Lesson Observations Work Study with internal and external view.</p> <p>Subject Leader Action Plans RAG</p> <p>Reports to GB via Lead Governors for Lit and Num.</p>			
1.3 Improvement plans, including Subject Leader Action Plans, clearly identify next steps, who will be responsible for monitoring these and when the monitoring will take place	<p>SSAP – to be drafted with input (challenge and support) from ECLs and NLE, clearly identifying next steps and monitoring responsibilities.</p> <p>Literacy and Numeracy Subject Leader Action Plans 2021-22 to be drafted with MLT Subject Leader support (part of NLE provision), clearly identifying next steps and monitoring responsibilities.</p> <p>Early Years Action Plan 2021-22 to be drafted with support of LL and ECL (SP), clearly identifying next steps and monitoring responsibilities.</p>	<p>Completed by 30.6.2021 Lead Governor CB</p> <p>Completed by 23.7.2021 External Lead Lit: MR (SEP) Num: MR (SEP)</p> <p>Completed by 23.7.2021 (ECL)</p>	<p>VP+MB</p> <p>MB SW</p> <p>BHe/ECL/LL</p>	<p>18.6.2021 – initial draft to ECLs</p> <p>By 2.7.2021 – final draft to NLE, ECL and FGB pending the publication of final report.</p> <p>Finalised and monitoring roles agreed at first TAS 16.7.2021</p> <p>7.7.2021 Draft to HT 21.7.2021 Agreed Final Copy</p> <p>7.7.2021 Draft to HT 21.7.2021 Agreed Final Copy</p>	<p>Strong monitoring cycle in place for all staff with leadership roles</p> <p>Subject Leaders confidently and competently deploy a range of monitoring activities to assess the impact of their improvement activity.</p> <p>Through robust evaluation of monitoring findings, Subject Leaders have an accurate view of their subject area and can use this information to plan next steps of development.</p>	<p>TAS meetings</p> <p>Joint Subject Leader and External Lead monitoring:</p> <p>Impact reports to FGB</p>	

1.4 Governors have a clear and strategic vision for the curriculum within their school and implement robust monitoring procedures that benefit all learners.	C of G to make contact with nominated Governors from MLT schools to arrange initial meeting.	Completed by 30.6.2021	CB	Governor Training. ECL and SEP led session to support monitoring of TAS	The Governing Body's capacity has been enhanced by the support and involvement of experienced local Governors. (MLT)	TAS meetings		
	Governing Body to be strengthened with interim experienced Governors to bring support and challenge to curriculum monitoring.	Completed by 23.7.2021	CB	Lead Governors actively contribute to TAS monitoring and evaluation	The Governing Body have effectively implemented a comprehensive and robust monitoring cycle and as a result...	FGB/Committee minutes		
	Bespoke Governor training to secure skills needed so that Governors to have a greater understanding of their roles especially in relation to curriculum Monitoring	Completed by 23.7.2021	RH+SP ECLs					
	Rapidly establish and implement a cycle of robust, clear and reliable Governor monitoring systems and protocols.	Completed by Sept 2021	CB,MP,VP			The Governors have an accurate and reliable understanding of where the school is, the impact of improvement activity and a clear sense of strategic direction.		

Priority 2 Develop individual curriculum subjects that are ambitious, well organised and sequenced allowing all students, particularly disadvantaged, the knowledge and cultural capital to succeed in life.				Success Criteria It is clear to see the intent, implementation and impact for each curriculum subject allowing all students the opportunity to secure knowledge and skills for future learning.			
Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Status
2.1 'As a matter of urgency, leaders must put in place an appropriate curriculum which meets pupils' needs and enables them to secure the knowledge and skills they need'	Purchase, adopt and implement a comprehensive curriculum planning tool	Complete by October 2021	VP	Summer 2021 Visit to MLT school to discuss Cornerstones.	There is consistency between subjects in the knowledge and skills pupils are expected to learn.	Report to Governors: September 2021 – <i>History & Geography</i>	
	Robustly accelerate the planned curriculum review cycle. RPM Review (Audit) Prioritise (Action) Monitor (Evaluate)	Fully complete by end Dec 2021 As per accelerated RPM cycle	VP	Online Cornerstones demonstration Cornerstones purchase confirmed and actioned History and Geography subject review complete	For each area of the curriculum there is precise exemplification of the key knowledge that we expect pupils to learn and remember.	October 2021 – <i>PSCHE</i>	
	For each area of the curriculum following cycle focus there will be:			Autumn 2021 Cornerstones training for teaching staff as part of INSET (Sept 2021)	This exemplification will include Knowledge Organisers. Knowledge Organisers will be shared with children in school and will also on the school website for ease of parent access.	November 2021 – <i>ICT + D&T</i>	
	<ul style="list-style-type: none"> A curriculum content description and learning pathway, showing how knowledge is built through the school 	By Dec 2021	VP	PSCHE subject review complete		December 2021- <i>Music + French</i>	
	<ul style="list-style-type: none"> A clear plan outlining the progression of skills through the school a clear Intent, Implementation and Impact statement Knowledge Organisers to support learning of key vocabulary and the acquisition of core knowledge within each taught unit 	By Dec 2021	VP	Autumn 2021 ICT subject review complete		Dorset Music Service	
	<ul style="list-style-type: none"> Identified opportunities for learning linked to British Values and for children to develop awareness and appreciation of other cultures 	By Dec 2021	VP	Autumn 2021 Design & Technology subject review complete	Children can confidently explain how what they are learning links to what they have done in the past.	Parent survey	
				Spring 2022 Relaunch of curriculum content on school website.	In targeted monitoring conversations, children are able to confidently demonstrate:	Deep Dives in agreed	

				<ul style="list-style-type: none"> Curriculum statement: Intent, Implementation, Impact Concise information for parents about the curriculum structure, how different subject areas are taught, what children are expected to learn and how parents can support learning at home. Two Year Curriculum Map for each Class Learning Pathway for each academic year for core curriculum areas Knowledge Organisers for areas of study 	<ul style="list-style-type: none"> The acquisition of identified key knowledge and vocabulary An understanding of their learning journey, how what they have learned previously links to what they are learning now and what they will be learning next. Awareness and appreciation of other cultures. 	<p>areas – SLT and external support (ECL/NLE/SEP)</p> <p>Targeted Pupil Interviews.</p>	
2.2 Implement strong assessment systems that enable all children, including those with SEND, to embed and use knowledge fluently, check understanding and inform teaching whilst identifying gaps in knowledge and understanding .	<p>Teachers check pupils understanding systematically, identify misconceptions, and provide clear and direct feedback.</p> <p>Review assessment procedures and processes and update:</p> <ul style="list-style-type: none"> Marking and Feedback Policy (2019) AfL Policy (2018) <p>INSET 2.9.2021 Assessment of Foundation Subjects.</p> <p>Elicitation activity/pre-unit assessment routines established and agreed</p> <p>Use of Knowledge Organisers to support 'low stake' assessments as part of learning sequence.</p>	<p>Completed by 23.7.2021</p> <p>By September 2021</p> <p>From September 2021</p> <p>From September 2021</p>	<p>VP/MB</p> <p>VP/MB</p> <p>VP/MB</p> <p>VP/MB</p>	<p>September 2021 FGB approval of Reviewed Policies</p> <p>INSET 2.9.2021 Staff Training – Effective Use of Knowledge Organisers (within Cornerstones) to support assessment and demonstrating sustained gains in learning</p> <p>INSET 3.9.2021 Staff Training – evidenced based marking, implementation of new policy</p> <p>December 2021 Implementation of agreed protocols has started.</p>	<p>By December 2021: Books will evidence sustained and embedded effective use of marking to support progress and gains for all pupils, including those with SEND.</p> <p>By February 2022: Pupils, including those with SEND, will voice a clear understanding of marking and feedback within school and the impact this has on their learning.</p> <p>By July 2022: Assessments evidence a consistently ambitious curriculum</p>	<p>Termly Targeted Book Looks by SLT + external view.</p> <p>Pupil interviews</p> <p>AAP – half termly</p> <p>Governor Monitoring of policies and website uploads.</p>	

	<p>Agree requirements and recording of end of unit assessments to effectively demonstrate the acquisition of new knowledge.</p> <p>Revisiting prior learning to demonstrate long term memory.</p> <p>Ensure that the marking and feedback is purposeful, effective and contributes to impactful gains within learning - Summer 2021 Full review of marking policy</p> <p>Autumn 2022 INSET 3.9.2021 New- evidence based marking policy to be established.</p>	<p>From September 2021</p> <p>From September 2021</p> <p>Completed by 7.7.21</p> <p>Completed by 13.9.21</p>	<p>VP/MB</p> <p>VP/MB</p> <p>VP/MB</p> <p>MB</p>	<p>Evidence of Autumn learning sequences shows the successful use of Knowledge Organisers in agreed subjects.</p> <p>April 2022 Deep dives to monitor identified curriculum areas show a increasingly secure evidence base of:</p> <ul style="list-style-type: none"> • Knowledge Organisers to support a sequence of learning • Children understanding how what they are learning builds on what has gone before, Learning Pathways being used widely across the curriculum • Children evidencing that their learning is committed to long term memory in a variety of ways and a range of contexts – including linking across areas of curriculum <p>Summer Term 2021 Staff meeting review scheduled- 7.7.21</p> <p>INSET 3.9.2021 Staff Training – new evidenced based marking policy</p> <p>September 2021 New policy approved by FGB, onto school website. Policy fully implemented</p>	<p>with all children, including those with SEND, making sustained gains in their learning.</p> <p>A well defined learning sequence is evident in planning (Intent), children’s work (Implementation) and progress made (Impact)</p> <p>Governor Monitoring of the curriculum effectively focuses on the knowledge and skills students are acquiring and committing to long-term memory.</p>		
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<p>2.3 Develop the maths curriculum so that it is well sequenced and organised so that pupils can build on prior learning.</p>	<p>July 2021 Staff meeting to discuss final report and the SSAP</p> <p><i>% MLT NLE support to focus on Numeracy leadership and Action Plan implementation. Initial visits before the end of summer term 20-21.</i></p> <p>Summer Term 2020-21 MLT Lead visit Portesham, Portesham Lead visit MLT (Equivalent of 1 day NLE support)</p> <p>Lesson drop-ins, work study, scrutiny of planning, pupil interviews. (Equivalent of 1 day NLE support)</p> <p>Create CPD opportunities to increase teacher knowledge and quality of mastery teaching across the school.</p> <ul style="list-style-type: none"> Identify progression opportunities within the core curriculum for aspirational staff. NCETM 'Ready to Progress' training to be undertaken by all teaching staff. CPD online webinars. Whole school staff questionnaire to identify training needs to be completed. Pupil voice gathered to identify and support needs assessment. Early Maths: Application to Jurassic Hub Maths for NCETM-Early Maths Project <p>Ensure that the progression of skills for all pupils, including those pupils</p>	<p>TBC once report publication date confirmed.</p> <p>Completed by 23.7.2021</p> <p>Completed by 23.7.2021</p> <p>Completed by 23.7.2021</p> <p>Completed By 30.6.2021</p> <p>Completed by 1.6.2021</p> <p>Completed by 1.6.2021</p> <p>Completed by 17.6.2021</p>	<p>MB</p> <p>MB/AL (NLE)</p> <p>MB</p> <p>MB</p> <p>MB</p> <p>MB</p> <p>BHu + BHe</p>	<p>Pupil Voice October 2021 Pupil voice: A clear understanding of core vocabulary and an ability to articulate their understanding of the pre learning and next steps within the learning sequence will be supported.</p> <p>Pupils will articulate their understanding with growing confidence and consistency across the school.</p> <p>Work Study October 2021 Morning Maths books will demonstrate the recalling of key knowledge and skills, evidencing retention is being sustained</p> <p>SEND – books will evidence learning activities that meet the needs of pupils precisely.</p> <p>Pupil Voice February 2022 A strong and consistent voice will be evidenced throughout the school by all pupils. They will be able to articulate their pre learning and next steps within learning confidently and with increasing accuracy.</p> <p>Work Study/Joint Lesson Observations February 2022 The sequence of learning within a unit will be clearly evident within</p>	<p>By July 2022: All pupils are able to successfully access their maths learning. Including those with SEND.</p> <p>An appropriate maths curriculum is in place which meets the needs of all pupils, including those with SEND.</p> <p>All pupils, including those with SEND, make appropriate gains in their maths learning.</p> <p>A sustained culture and ethos valuing the pupil voice will be at the heart of curriculum improvement within maths.</p> <p>Pupil voice will evidence an increased strength in retention of knowledge and ability to recall at any given time. Pupils will be able to articulate the pre learning and the next steps in their learning.</p> <p>External validation will support judgements made within school about the quality of the maths curriculum and</p>	<p>NLE visits and reports to GB and TAS</p> <p>ECL visits and reports to GB and TAS</p> <p>TAS meetings</p> <p>Lesson Drop-Ins</p> <p>Lesson Observations</p> <p>Work Study</p> <p>Pupil Interviews</p>	
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	<p>with SEND is clearly evidenced within books and planning.</p> <ul style="list-style-type: none"> • Planning overview will include the NCETM RTP steps to ensure that there is clear evidence of progression for all pupils, including those with SEND. WRH materials will continue to form the foundation for delivery with the mixed age, small steps material being adapted to ensure that coverage is reflective of the needs within the cohort. • Teaching staff will evidence the progression of lessons and skills at the beginning of each unit within the pupil books. This will be used to support AFL. • Core vocabulary to be taught explicitly within lessons with regular opportunities for pupils to evidence retention and acquisition of knowledge. • Ensure that the focus of recalling and evidencing retention of skills is sustained throughout the learning opportunities. Specifically within 'Morning Maths' the broad variety offered within these activities. <p>October 2021 Numeracy Subject Leader and shadowing teacher Action Plan Review (RAG)</p> <ul style="list-style-type: none"> • Joint lesson observations • Work Study – sequencing 	<p>Completed by 13.9.21 Review at AAP mtgs half termly</p> <p>Autumn Term 21</p> <p>Completed 23.7.21 and monitored termly.</p> <p>From September 2021</p> <p>Completed by 31.10.2021</p>	<p>MB/BHu</p> <p>All Teaching Staff</p> <p>All Teaching Staff</p> <p>All Teaching Staff</p> <p>MB/BHu</p>	<p>lessons and pupils books. This will demonstrate:</p> <ul style="list-style-type: none"> • children making gains in their learning –including those with SEND. • a well organised and sequenced learning journey <p>Pupil Voice June 2022 Monitoring of pupil voice will evidence an embedded culture of an active and valued pupil voice within mathematical learning.</p>	<p>the standard of Maths outcomes for all children.</p>		
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Review date:

Priority 3:
Improve the quality of education for children with SEND so that the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Success Criterion
 Pupils with SEND achieve the best possible outcomes

Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Status
3.1 Ensure that all areas of the curriculum are inclusively planned and supported to ensure that children with SEND secure the knowledge and skills they need.	<p>SEND access to be considered in all subject reviews.</p> <p>All Dimension and unit plans must identify how teachers plan to make learning activities accessible for all pupils meeting identified needs</p> <p>CPD focus: Specialist teacher to deliver training, bespoke to the school needs; Supporting children with SEND in the acquisition of key knowledge across the curriculum and demonstrating it in a variety of ways.</p>	<p>By December 2021</p> <p>By December 2021</p> <p>Feb INSET day.</p>	<p>VP SEND Lead Governor</p> <p>VP + All teaching staff</p> <p>Specialist Teacher</p>	<p>Summer 2021 SEND Lead Governor Appointed.</p> <p>Summer 2021 History and Geography subject review complete</p> <p>Autumn 2021 PSCHE subject review complete</p> <p>Autumn 2021 ICT subject review complete</p> <p>Autumn 2021 Music subject review complete</p> <p>Autumn 2021 Design & Technology subject review complete</p>	<p>We can confidently demonstrate the curriculum is planned to be accessible to all children, including those with SEND</p> <p>The acquisition of knowledge, the development of skills and growing independence are tracked through CCPP targets and review.</p> <p>Work study, particularly for older children, demonstrates the above.</p>	<p>ECLs: Class drop ins</p> <p>Specialist Teacher visits and reports to Governors.</p> <p>Parental feedback</p>	

3.2 Ensure that learning activities across the curriculum meet the needs of pupils precisely.	SENDCo to attend regular AAP review meetings to contribute to the strategic discussions and offer appropriate advice to support curriculum accessible for all SEND pupils.	From May 2021	KG (SENDCo) + Lead Governor	Summer 2021 SEND Governor appointed SEND Governor meeting with SENDCo – Action Plan	Best practice identified in EEF Report; The SEND Review, are implemented and sustained by all teaching and support staff.	Case Study Children – cross-referencing of CCPP targets and evidence in learning from across the curriculum.
	All staff to receive CPD Half termly accountability for targeted support of all SEND pupils. AAP meetings.	From September 2021	KG (SENDCo) And teaching staff	Autumn 2021 SENDCo to contribute to Subject Reviews (PSCHE, ICT, Music, D&T) and report to SEND Governor. Focus: access to the wider curriculum, identifying barriers and planning provision	The SENDCo role has a strong element of staff development and capacity building, (supported by the DC Specialist Teacher)	SEND Gov/SENDCo /HT
	Progress monitored half termly to ensure that opportunities for gains are maximised	From September 2021	KG (SENDCo) + Lead Governor	Case Study Children: Work Study CCPP targets are reflected in learning across the curriculum.	There is a strong, knowledgeable SEND Governor in place.	Subject Reviews
	Clear correlation between the SMART targets in Child Centred Progress Plans (CCPP) and the evidence within learning across the curriculum.	From September 2021	KG (SENDCo)	Spring 2022 CCPP reviews are supported with evidence from across the curriculum that demonstrates that activities meet the needs of pupils precisely		CCPP planning meetings and Reviews. SENDCo
	Staff Training: SENDCo to work with groups of staff to explore and implement key recommendations from EEF SEND Review. To include lead Governor.	Spring Term 2021/22	KG (SENDCo) + Lead Governor			

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Priority 4:
 Ensure Reading is prioritised, with a rigorous and sequential approach to developing pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books match phonic knowledge pupils are taught when they are learning to read. Ensure sharp focus on younger children gaining phonics knowledge and language comprehension

Success Criterion

- The school has a clearly articulated vision for reading, which the whole school community shares and drives provision and development.
- All children read as well as they should which supports and links to learning across the curriculum. Those who had fallen behind have made rapid progress.
- Pupils read widely and often, with fluency and comprehension appropriate to their age

Objective What	Actions including CPD How	Time Scale	Responsible Who	Interim Milestones	Outcomes (honest & realistic)	Monitoring	Status
4.1 Ensure reading is prioritised within the school day and that there is significant consensus among pupils about what is expected of them.	Ensure the approach to Guided Reading is consistent across the school <ul style="list-style-type: none"> • Carousel approach to be resourced • Carousel expectations exemplified and planning links directly to the agreed Reading Skills Progression document • Carousel approach to be used from EYFS to Year 6 The reading that children do both at school and at home is clearly evidenced	Fully complete by October 2022 June 2021 June 2021 September 2021	SW/Lead Governor SW/VP SW SW	July 2021 Lead Governor for Reading appointed Guided Reading planning and recording format agreed and implemented by all staff. Agreed format being used across the school for Guided Reading sessions Reading Log books demonstrate a regular commitment to	December 2021 Clear evidence that the rigorous and sequential approach to Guided Reading has impacted positively on pupils' fluency, confidence and enjoyment of reading. The Guided Reading Carousel is a high status part of every school day. Teachers planning and recording reflects this.	Scrutiny of planning and record keeping – July 2021 SW/VP/? Joint Guided Reading Observations SW/VP or ? July 2021 AAP – reading ages, fluency and comprehension. Impact of interventions	

	<ul style="list-style-type: none"> Letter to parents about the importance of reading at home, and explain the expectations for recording New Reading Logbook for every child Guided Reading activities will be recorded in a dedicated Guided Reading exercise book. 	May 2021	SW	reading by all pupils across a wide range of genres.	<p>December 2021 Children can confidently talk about their reading development and use their reading logs to demonstrate that they know what is expected of them and how they meet and exceed those expectations.</p>	evaluated. – MB	
		May 2021	SW	<p>Autumn 2021 Guided Reading groups established in every class quickly at the start of term for every child.</p>			
		September 2021	SW				
	<p>Raise the profile of Reading For Pleasure. Reading Buddy Boxes established in KS2</p>	Completed by 23.7.2021	SW				
	'Special' home-school family reads in suitcases established.	Completed by 23.7.2021	SW				
	Signpost families to the summer holiday Reading Challenge led by Dorset Council Libraries.	Completed by 23.7.2021	SW	<p>Summer 2021 Children have registered for the Reading Challenge. (Whole School)</p>			
	Reopen the School Bookshop	Completed by 30.9.2021	SW	Evidence of family contributions to 'Special Reads' note books.(KS1)			
	Source a range of new books for Classroom Book Corners and KS2 library – responding to pupil voice reference choices. (particular focus on fiction and nonfiction that support areas of curriculum, celebrate diversity and develop awareness and appreciation of other cultures.)	Completed by 23.7.2021	SW	Reading Buddy Boxes have all been used by at least two sets of buddies each. (KS 2)			
<p>Strengthen pupil voice and give it purpose. Appoint pupil Librarians to help manage the KS2 library area and to act as 'Reading Ambassadors', canvassing pupil voice, keeping up</p>	Completed by 23.7.2021	SW	<p>New books have arrived for each class to add to Book Corner- Reading for Pleasure selection.</p> <p>Autumn 2021 School Book Shop open.</p>				

	<p>with trends and helping to promote reading across the school.</p> <p>Undertake a pupil survey to find out why not all children enjoy their reading and what we could do to improve their reading experience.</p>	Completed by 30.9.2021	SW and ECL	<p>Reading Ambassadors have visited Waterstones to learn about running a Book Shop.</p> <p>New books are being ordered on a regular basis based on pupil requests, feedback and interest.</p>			
4.2 Provide Book Bag Books that link directly to the daily phonics session for children in EYFS and KS1	<p>May 2021 Order 1 set of EYFS and KS1 Read Write Inc. Book Bag Books</p> <p>Order 'Sound Blending' books to supplement the RWI scheme</p> <p>June 2021 Children to take home book bag bog that links directly to their daily phonics session.</p>	<p>Completed by 31.5.2021</p> <p>Completed by 31.5.2021</p> <p>Completed by 31.5.2021</p>	<p>SW/VP</p> <p>SW/VP</p> <p>SW/VP</p>	<p>Summer 2021 Spend approved by Governors.</p> <p>Books received in school and shared with children.</p> <p>Letter home about new books and the importance of them being returned regularly.</p> <p>Autumn 2021 In pupil interviews, children are able to link their in school phonics sessions with the books that they take home to practice.</p>	<p>Every child in EYFS and Key Stage 1 have a Book Bag Book that relates directly to their daily phonics session.</p> <p>Every child has their Book Bag Book changed at least once a week to match their phonics sessions in class</p> <p>Class Teachers and children can confidently articulate how reading practice at home is directly contributing to securing phonics learning experienced in school.</p>	<p>VP – termly audit of phonics session and book bag books match up. 07.21, 10.21, 01.22 05.22</p> <p>AAP – Phonics tracker progress, MB</p> <p>Pupil interviews to confirm the link between in school phonics and book bag books has embedded in practice. SW</p>	

<p>4.3 Ensure that all staff have received Read Write Inc. training</p>	<p>Link with Cornerstone English Hub to access training and resources.</p> <p>June 2021 Undertake Early Reading Audit process (whole staff as a staff meeting)</p> <p>Dates TBC. ASAP</p> <ul style="list-style-type: none"> Attend English Hub RWI Development Days as they come up Book RWI Training for all staff (either as an INSET or attending elsewhere) 	<p>Completed by 9.6.2021</p> <p>ASAP</p>	<p>SW+ whole teaching staff team</p> <p>SW/BHu/BHe</p> <p>SW</p>	<p>May 2021 Audit process completed.</p> <p>June 2021 Audit report received and shared with partners.</p> <p>July 2021 Funding allocated.</p> <p>July 2021 RWI resources ordered</p> <p>Autumn 2021/22 Training secured and delivered.</p>	<p>October 2021 All staff involved with teaching phonics show increased confidence and professional knowledge.</p> <p>Consistent approach to the teaching of phonics is evident in every class.</p>	<p>English Hub Partner School. Agreed focus for Specialist visit</p> <p>Lead Governor Learning walk</p>
<p>4.4 Ensure that pupils who have fallen behind in their reading, receive appropriate support to help them make rapid progress</p>	<p>June 2021 Increase the frequency that children are heard read in all year groups. Every child to be heard read at least once a week by class based staff, including class teacher</p> <p>June 2021 Use reading age data from April 2021 to prioritise children to heard read with increased frequency – target three times a week.</p> <p>September 2021 Dorset Reading Volunteers back in school weekly.</p> <p>Parent volunteers used to hear children read on a daily basis.</p> <p>Ensuring support and appropriate challenge when children are not reading at home.</p> <ul style="list-style-type: none"> October Newsletter 	<p>In place by June 2021</p> <p>In place by June 2021</p> <p>ASAP</p> <p>In place for September 2021</p>	<p>SW</p> <p>KG (SENDCo)+ SW</p> <p>SW</p> <p>SW + Class Teachers</p> <p>SW + Class Teachers</p>	<p>July 2021 Final AAP to record how many times each child has read to an adult, and the impact.</p> <p>September 2021 Increased exemplification of how parents can support the acquisition of phonics and reading development throughout the primary years.</p> <p>September 2021 (or when service reopens) Re-engage with Dorset Reading Volunteers and secure weekly visits for targeted children.</p>	<p>October 2021 Reading assessments</p> <p>March 2022 Reading Assessments</p>	<p>Specialist Teacher input termly.</p> <p>AAP once a term to monitor who is being heard read and the frequency – link directly to evidenced progress.</p> <p>SENDCo to analyse impact of DRV – report to SLT and Lead Gov.</p> <p>English Hub Partner School. Agreed focus</p>

	<ul style="list-style-type: none"> Autumn Parent Consultations <p>Any complex reading needs identified to be referred to Specialist Teacher for advice and support.</p> <p>Spring 2022 World Book Day - March</p>	<p>With immediate effect</p> <p>Plan in place by Feb Half Term 2022</p>	<p>KG (SENDCo)</p> <p>SW</p>			<p>for Specialist visit</p>	
4.5 As part of the Curriculum Review Cycle, develop strategies so that children can see wider links with reading across the curriculum	<p>July 2021 mobile 'Outdoor Library' to be for use during playtimes. Books to link to previous, current and future learning.</p> <p>September 2021 Within curriculum planning, identify key Class Reads and personal reads that link to the learning. (Cornerstones)</p> <p>November 2021 Increase the availability of non-fiction texts which support the committal of knowledge to long term memory.</p>	<p>Launch September 2021</p> <p>Completed by Dec 2021</p> <p>Completed by Dec 2021</p>	<p>SW</p> <p>VP</p> <p>VP/SW</p>		<p>December 2021 Curriculum Plans will identify key texts (fiction and nonfiction) that are available to children to support learning across the curriculum.</p> <p>Children will have a broad range of texts available to them to read for pleasure that link to areas of study.</p> <p>Children report that they enjoy the range of books available, find it easy to access books throughout the school day and</p>	<p>English Hub Partner School. Agreed focus for Specialist visit</p> <p>Pupil interviews</p> <p>Pupil Librarian Questionnaire</p> <p>Scrutiny of planning – SLT</p> <p>Book Audit – Subject Leader</p>	
4.6 Become an active part of the Chesil Reading Project.	<p>Summer 2021 July – Alex Quigley CPD</p> <p>Action Plan drawing on Reading Project provision and expertise.</p>	<p>From July 2021</p>	<p>SW Lead Governor</p>			<p>ECL</p>	

INSET		
Date	Training	SSAP Link
2.09.2021 All Day	<ul style="list-style-type: none"> • Cornerstones Curriculum Planning • Effective Use of Knowledge Organisers (within Cornerstones) to support assessment and demonstrating sustained gains in learning 	2.1
3.09.2021 Half Day	<ul style="list-style-type: none"> • evidenced based marking, implementation of new policy 	2.2
3.09.2021 Half Day	<ul style="list-style-type: none"> • AfL, principles and application within learning sequences 	2.2
TBC Full Day	<ul style="list-style-type: none"> • Read Write Inc. In house, face-to-face training for all staff 	4.3
11.02.2022	<ul style="list-style-type: none"> • Supporting children with SEND in the acquisition of key knowledge across the curriculum and effectively supporting them to demonstrate what they have learned and retained in a variety of ways. (DC Specialist Teacher) 	3.1