

# Fitzwilliam Primary School

## School Improvement Plan for Literacy - 2020-21

<b>Barriers to increasing the effectiveness of leadership in Literacy:</b>					
<ul style="list-style-type: none"> <li>• Experience of Literacy Leader being predominantly Key Stage 2 impacting on knowledge and understanding of Literacy in other key stages;</li> <li>• Time out of class previously for Literacy Leader to monitor Literacy in other key stages;</li> <li>• Impact on monitoring opportunities of change in school procedures in light of Coronavirus;</li> </ul>					
<b>Increase the effectiveness of leadership in Literacy by:</b>					
<ul style="list-style-type: none"> <li>• Increasing the knowledge, experience and understanding of the Literacy Leader in Phonics and Early Years Literacy;</li> <li>• Allocating more time, whilst change in roles allows, for Literacy Leader to monitor Literacy in EYFS and KS1, including Phonics sessions;</li> </ul>					
Improvement Targets (What?)	Intended Outcomes: (What will success look like?)	Actions: (How?)	Timescale (When?)/Cost	Person Resp. (Who?)	Monitoring
<b>1.1 Literacy Leader and governors have a wider knowledge and understanding of Phonics and Literacy across all key stages.</b>	<ul style="list-style-type: none"> <li>• <b>By December 2020</b>, Literacy Leader has a developing understanding of Literacy in EYFS and Phonics;</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leader works alongside class teachers to look at results of baseline assessments in Phonics and plan next steps of learning;</li> </ul>	September 14 <sup>th</sup> – 18 <sup>th</sup> '20	PQ	PQ / HT / Gov – monitoring planning and analysis
	<ul style="list-style-type: none"> <li>• <b>By February 2021</b>, Literacy Leader's developing understanding of Literacy in EYFS and Phonics, alongside expertise of CLLD Lead / FS Lead, enables informed choice of an effective Phonics scheme to be purchased, staff trained and the scheme implemented in N, FS and KS1;</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leader observes Phonics sessions across N, UFS, Year 1 and Year 2;</li> </ul>	October '20 January '21 February '21 April '21 June '21	PQ	PQ / HT / Gov – observation records / forms
	<ul style="list-style-type: none"> <li>• <b>By April 2020</b>, Literacy Leader's understanding of Literacy in EYFS and Phonics is embedded and used effectively to monitor Literacy and feedback more confidently to staff and the Governing Body in these areas;</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leader scrutinises pupil books / work;</li> </ul>	October '20 January '21 February '21 April '21 June '21	PQ	PQ / HT / Gov – work scrutiny form
	<ul style="list-style-type: none"> <li>• <b>By July 2021</b>, Literacy Leader's understanding of Literacy in EYFS and Phonics is sustained and used effectively to monitor Literacy and feedback more</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leader and FS Manager / CLLD Lead visit settings to observe Phonics scheme in action;</li> </ul>	Autumn 2 (dependent on Covid-19 procedures)	PQ / TD	PQ / HT / Gov

purposefully to staff and the Governing Body in these areas;	<ul style="list-style-type: none"> <li>Literacy Leader and FS Manager / CLLD Lead decide upon and purchase Phonics scheme;</li> </ul>	December '20 (dependent on Covid-19 procedures)	PQ/TD / HT	PQ / HT /Gov
	<ul style="list-style-type: none"> <li>Literacy Lead and other staff attend training for new Phonics scheme;</li> </ul>	TBC dependent on previous points	All staff	PQ / HT / Gov
	<ul style="list-style-type: none"> <li>Literacy Lead works alongside Year 1 teacher to conduct Phonics assessments and Year 2 Re-sits.</li> </ul>	October '20 February '21 June '21	PQ / VS	PQ / HT / GOV
	<ul style="list-style-type: none"> <li>Literacy Leader attends MAT Literacy CPD, implements any actions and feeds back to all staff.</li> </ul>	Dates TBC	PQ	PQ / HT / GOV

Impact:	Next steps / actions:
<b>February 2021</b>	
<ul style="list-style-type: none"> <li>Teachers have assessed Phonics knowledge of pupils on school re-opening to inform planning to rapidly address gaps in learning but limitations in where intervention can be delivered (due to Covid-19 restrictions) and disrupted future assessment points (due to bubble isolation and school closure) have limited impact;</li> <li>Covid-19 restrictions have prevented visits to other schools to look at Phonics schemes in Autumn and Spring term so Floppy Phonics training video training purchased;</li> <li>One module of Floppy Phonics training delivered on INSET day but disrupted due to school closure;</li> <li>MAT instructing school to implement Read, Write, Inc;</li> </ul>	<ul style="list-style-type: none"> <li>After return of all pupils, Phonics assessments to be conducted to assess impact of remote learning and help identify gaps to address;</li> <li>SLT to look at purchasing and implementation of Read, Write, Inc as a Phonics scheme in school;</li> </ul>
<b>July 2021</b>	
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



<p><b>knowledge and confidence to plan and deliver a curriculum that meets National Curriculum requirements for their year group, taking into account gaps in learning caused by school closure.</b></p>	<p>knowledge and skills from the previous year;</p> <ul style="list-style-type: none"> <li>• <b>By September 2020</b>, staff will have identified any areas of the English curriculum where support is required and their knowledge needs developing and the Literacy Leader will develop the required knowledge;</li> <li>• <b>By October 2020</b>, the long-term planning will be reviewed in light of recent assessment and then implemented;</li> <li>• <b>By December 2020</b>, gaps in learning (for pupils and staff) are addressed and the long-term plan is embedded, informing short-term planning to facilitate the regular re-visiting of key knowledge and skills identified as initial gaps in learning;</li> <li>• <b>By April 2021</b>, the use of the long-term plan to inform teaching and learning is being sustained;</li> <li>• <b>By July 2021</b>, the required subject knowledge has been taught, gaps addressed and children know more and remember more.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Amend long-term and short-term planning documents and distribute to staff;</b></li> <li>• <b>Complete provisional long-term planning for their year group;</b></li> <li>• <b>Complete assessments in Reading, Writing and Spelling and analyse to identify gaps to address;</b></li> <li>• <b>Class teachers will update long-term plan taking into account recent assessment analysis;</b></li> <li>• <b>Hold staff meetings to address the following:</b> <ul style="list-style-type: none"> <li>- gaps in staff subject knowledge</li> <li>- marking and feedback procedures</li> <li>- use of assessment data: Salford Reading Tests / Spelling Age tests</li> </ul> </li> <li>• <b>Monitoring of planning</b></li> <li>• <b>Scrutiny of work</b></li> <li>• <b>Discussion with pupils</b></li> </ul>	<p>September '20</p> <p>September 14<sup>th</sup> – 18<sup>th</sup> '20</p> <p>September 21<sup>st</sup> '20</p> <p>Dates TBC</p> <p>September 28<sup>th</sup> '20 January '21 April '21</p> <p>November '20 January '21 April '21 July '21</p> <p>February '21 July '21</p>	<p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>PQ</p> <p>PQ</p> <p>PQ</p> <p>PQ</p>	<p>Planning document</p> <p>PQ / HT / Gov Planning monitoring summary</p> <p>PQ / HT / Gov Assessment analysis overview</p> <p>PQ / HT / Gov Planning monitoring summary</p> <p>PQ / HT / Gov Staff meeting plan Staff meeting minutes</p> <p>PQ / HT / Gov Monitoring of planning summary</p> <p>PQ / HT / Gov Work scrutiny summary</p> <p>PQ / HT / Gov Pupil discussion summary</p>
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<p><b>2.2</b> All staff have a secure understanding of pedagogy, and understanding of available resources to use, leading to embedded implementation of the curriculum, to ensure gaps in knowledge and understanding are diminishing and pupils know more, remember more and understand more over time.</p>	<ul style="list-style-type: none"> <li>• <b>By September 2020</b>, teaching staff have planned to address gaps across all subjects using their developing understanding of pedagogy;</li> <li>• <b>By October 2020</b>, the shared understanding of pedagogy will become embedded and staff will be understand how resources and the newly implement marking and feedback procedures can be used effectively;</li> <li>• <b>By January 2021</b>, teaching staff's understanding of pedagogy and effective use of resources, marking and feedback to help children know more and remember more is embedded;</li> <li>• <b>By July 2021</b>, teaching staff have sustained the effective understanding of pedagogy and use of resources to help children know more and remember more;</li> <li>• <b>By July 2021</b>, pupils demonstrate that they know more, remember more and understand more in Literacy due to consistency and rigour in sustained systems and pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to address gaps in knowledge following analysis of assessments;</li> <li>• Hold staff meetings to address the following: <ul style="list-style-type: none"> <li>- available resources to support the teaching of Reading: Reading Bugs, Reading Vipers, Guided Reading / Whole Class Reading sets of books</li> <li>- available resources to support the teaching of Writing: Literacy Shed Plus, Vocabulary Ninja</li> <li>- available resources to support the teaching of Spelling: Support for Spelling, Spelling and Grammar Bug</li> <li>- available resources to support the teaching of Handwriting: Handwriting File / Handwriting for Windows</li> </ul> </li> <li>• Monitoring of planning</li> <li>• Scrutiny of marking and feedback files</li> <li>• Scrutiny of work</li> <li>• Discussion with pupils</li> </ul>	<p>September 21<sup>st</sup> '20</p> <p>Dates TBC</p> <p>September 28<sup>th</sup> '20 January '21 April '21</p> <p>November '20 January '21 April '21 July '21</p> <p>November '20 January '21 April '21 July '21</p> <p>February '21 July '21</p>	<p>Class teachers</p> <p>PQ</p> <p>PQ</p> <p>PQ</p> <p>PQ</p>	<p>PQ / HT / Gov Planning monitoring summary Assessment analysis overview</p> <p>PQ / HT / Gov Staff meeting plan Staff meeting minutes</p> <p>PQ / HT / Gov Monitoring of planning summary</p> <p>PQ / HT / Gov Marking and feedback scrutiny summary</p> <p>PQ / HT / Gov Work scrutiny summary</p> <p>PQ / HT / Gov Pupil discussion summary</p>
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<b>2.3 Literacy Leader, alongside the FS / CLLD Lead ensures that an effective and proven Phonics scheme is in place to enable staff to more closely match Phonics knowledge and understanding to the books they read.</b>	<ul style="list-style-type: none"> <li>• <b>By February 2021</b>, an effective Phonics scheme is purchased, staff trained and the scheme implemented in N, FS and KS1;</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leader and FS Manager / CLLD Lead visit settings to observe Phonics scheme in action;</li> </ul>	Autumn 2 (dependent on Covid-19 procedures)	PQ / TD	PQ / HT / Gov
	<ul style="list-style-type: none"> <li>• <b>By April 2020</b>, the new Phonics scheme is embedded across school;</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leader and FS Manager / CLLD Lead decide upon and purchase Phonics scheme;</li> </ul>	December '20 (dependent on Covid-19 procedures)	PQ / TD / HT	PQ / HT / Gov
	<ul style="list-style-type: none"> <li>• <b>By July 2021</b>, the use of the new Phonics scheme is sustained;</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Lead and other staff attend training for new Phonics scheme;</li> </ul>	TBC dependent on previous points	All staff	PQ / HT / Gov

Impact:	Next steps / actions:
<b>February 2021</b>	
<ul style="list-style-type: none"> <li>• Long-term planning amended to include previous year 'Star Skills' in Autumn 1 and current year 'Star Skills' at the start of Autumn 2;</li> <li>• Assessments conducted on return to school and gaps identified although addressing of the gaps affected by procedures and policies impacting on intervention delivery;</li> <li>• Monitoring conducted in Autumn 2 (briefly) but affected by Covid-19 procedures and policies in place although feedback points fed back to staff;</li> <li>• Resources available to access and use shared with staff to inform planning, teaching and learning, being used by staff;</li> <li>• Covid-19 restrictions have prevented visits to other schools to look at Phonics schemes in Autumn and Spring term so Floppy Phonics training video training purchased;</li> <li>• One module of Floppy Phonics training delivered on INSET day but disrupted due to school closure;</li> <li>• MAT instructing school to implement Read, Write, Inc;</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to be assessed, gaps identified and used to inform planning upon return to school in Spring 2;</li> <li>• Planning monitoring, as well as Twitter monitoring to take place;</li> <li>• Spelling Shed to be introduced to staff and pupils set up to use this;</li> <li>• SLT to look at purchasing and implementation of Read, Write, Inc as a Phonics scheme in school;</li> </ul>
<b>July 2021</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>