

**Sandhill View Academy Area Action Plan**

**Academy Area: Literacy**

**Period of Action: June 2017 – June 2018**

**Created: 7th July 2017**

**Most recently edited: Monday 2nd October 2017**

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| **Key Action****2.4** | **Who?** | **When?** | **Support/Financial implication** | **Monitoring & Milestones** | **Evaluation** | **Success outcomes** | **RAG** |
| Y7 - NGRT reading age baseline assessment to inform planning and intervention with further assessment points to assess impact. | JF /MP | Sept,  | £6.33 (inc. VAT) per student per assessment. | Analysis of data to identify those reading below chronological. Identify subgroups within. | First testing point completed and intervention timetabled. | Students make progress towards chronological age. Impact felt across curriculum. |  |
| Y7 – Accelerated reading baseline assessment to inform planning and intervention with further assessment points to assess impact. | JF /MP | October – July  | £6.33 (inc. VAT) per student per assessment. | Analysis of data to identify those reading below chronological. Identify subgroups within. | First testing point completed and intervention timetabled. | Students make progress towards chronological age. Impact felt across curriculum. |  |
| Y7 & Y9 CAT tests | AG / SH  | Sept – Oct  |  | Analysis of data to identify  | Intervention to be timetable following analysis of data  |  |  |
| * Early Morning Reading with year 7 and year 8 (PP/disadvantaged groups priority)
* 1:1 reading withdrawal with year 7 and 8 (PP/disadvantaged groups priority).
* ETT reading timetable supported by Reading Suite.
 | JF / MP/BS/GF | September | Staffing costs from catch-up funding | Identify groups (waves - students reading below chronological). Monitor attendance and progress within logs. | Intervention timetabled and started. | Students make progress towards chronological age. Impact felt across curriculum. |  |
| Literacy and Numeracy catch-up tutor group. | JF / HG / SH  | September onwards. | Staffing costs from catch-up funding | Staff use Success Maker and tutor time to engage students in structured lessons. Students test half-termly to show impact. Areas of concern (those previously high attainers) addressed more rapidly than previous testing schedule allowed. | In place. | Students make progress towards and above chronological age, decoding text, inferring meaning, developing comprehension and developing vocabulary. Impact felt across curriculum.Improvement of extended writing in students’ work across all subjects. |  |
| Literacy Legends spelling initiative to support ETT with weekly spelling challenges amongst tutor groups every second half term. Trial in KS3. | MH  |  | Booklets  | Learning walks. Student voice | Ready to roll out term 1.2 | Improvement in vocabulary and spelling skills across curriculum with subject specific key words embedded. |  |
| Following Kirkland Rowell Survey, SHV completed and exit survey  | LH  | July 2017  | Approval of questions | Students were asked questions in line with their experiences in school  | Response from students collated and analysed | Senior leader to develop student voice within the school.Small focused groups created to address student’s concerns.  |  |
| Deliver CPD on reading for pleasure and expectations of reading within ETT. | FNW, LH, JF,  | September – July  | N/A | Monitor through displays and learning walks. | Staff evaluation | Create a display that promotes staff reading. Improvements in standard of students’ reading and its impact on their progress. |  |
| Improve quality and frequency of extended writing across the academy with a particular focus on boys’ literacy and extended writing. | LH, FNW | Ongoing | Cost of learning mats and posters. Time for staff CPD. | Work scrutiny, learning walks and student voice. | Increased frequency of writing in books. All pieces of work follow the same format. | Improvement in levels of progress in English and literacy. Writing and reading levels improve. |  |
| Share examples of the standard of work within primary schools.  | FNW / AB  | September to July  |  | Monitor through CPD training  | Student voice/feedback from primaries. | Stronger links with primaries. Staff award of students level of work from primary and can build on this in secondary. |  |

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| Support homework by through Show My Homework App and continuing with homework club | FNW,LH, MP  | November 16 | N/A | Student voice/Parental survey. | Improvement in written homework. | Improvement in levels of engagement with homework.Fewer C2 detentions for homework |  |
| Continue successful Countdown competition across whole school. | JF  | Term 1.2 onward | N/A | Competition to take place in tutor groups leading to whole year group competition once every term. | Student voice/staff feedback | Raise profile of literacy and numeracy through a collaborative effort. |  |