

**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. |  |