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| **English Subject Leader Plan 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



Strategic Planning

Self-Evaluation

Evaluating Impact

Monitoring

**English Subject Leader Plan 2022-23**

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| **English SUBJECT LEADER PLAN 2022-23** | | | | | | | | | | | | | | | | | | |
| **Key Priority 1** | | | **To increase attainment by the end of KS1 in Writing to at least National at ARE.** | | | | | | | | | | | | | | | |
| **Lead person accountable for the plan: FE** | | | | |  | | | | | | | | | | | | | |
| **Success Criteria & Milestones** | | | | | | | | | | | | | | | | | | |
| **Success Criteria:**  End of year impact -Percentaged, timeframed –(if different to end of year) | | | | | | **Autumn**  **Target** | **Autumn Actual** | **Autumn RAG or grade 1,2,3** | **Spring**  **Target** | | **Spring Actual** | **Spring**  **RAG or grade 1,2,3** | | **Summer**  **Target** | | **Summer**  **Actual** | | **Summer RAG or grade1,2,3** |
| **1** | **All teachers** have good subject knowledge and they use this to present subject matter clearly, promoting opportunities for discussion and check pupils’ understanding routinely and systematically in all lessons through high quality questioning and feedback. | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **2** | Quality of teaching is judged to be **good or better in all** classes especially for DAP and SEND | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **3** | The quality of work in **all** pupils’ workbooks demonstrates **good progress.** | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **4** | **All staff** are able to assess accurately both formatively and summatively and use this information to inform their teaching. | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **5** | **A very large majority of all pupils (80-96%)** make good or better progress in **writing** by **July 2022.** | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **Monitoring (**explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) | | | | | | | | | | | | | | | | | | |
| **Who**  *Staff member/s responsible* | | **What**  *What monitoring activities will be taking place?* | | | | | | **When -***How regularly will you conduct monitoring activities?* | | | **Where-***Where will you review/report the outcomes of the monitoring activities?* | | | | **External Validation-***How will you gain external validation of your work (eg School Improvement Partner, Governors etc)* | | | |
| *FE* | | Lesson observations | | | | | | *Termly* | | | *Partners monitoring* | | | | *Partners / SIP* | | | |
| *FE* | | *Book Scrutiny* | | | | | | *Termly* | | | *Partners monitoring* | | | | *Partners / SIP* | | | |
| *FE* | | *Pupil Voice* | | | | | | *Termly* | | | *Partners monitoring* | | | | *Partners / SIP* | | | |
| *FE* | | *Planning* | | | | | | *Termly* | | | *Partners’ monitoring* | | | | *Partner / SIP* | | | |
| **Actions** (required to achieve Success Criteria) | | | | | | | | **Lead person responsible** | | **Timescale- start/end** | | | **Training/ CPD needs** | | | | **Resources/cost/time** | |
| Ensure teaching is at least good  ● Introduce training for LSA during assembly in  ● Aspirational targets set for all children  ● Pupil Progress meetings  ● RWInc training for new staff  ● Identify catch-up opportunities/ plan interventions accordingly  ● Work Scrutiny of RWM each term   * Vocabulary taught. (Pre-teach for new EAL) Teaching sequence training * EAL group established – noun / verb / prepositions * Improve spelling through increase emphasis on alternative graphemes during RWInc. CEW taught in class | | | | | | | | RH  FE  All  FE  All  FE  ZM  All | | Autumn 2  Autumn 1  Dec 2022  Aut 2022  Termly  Termly  Twice weekly  Daily | | | Assembly release time  PD meeting  Training | | | |  | |
| **Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | | |
| **Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | | |
| **Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | | |

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| **English SUBJECT LEADER PLAN 2022-23** | | | | | | | | | | | | | | | | | | |
| **Key Priority 1** | | | **To further develop pleasure for reading across the school.** | | | | | | | | | | | | | | | |
| **Lead person accountable for the plan: FE** | | | | |  | | | | | | | | | | | | | |
| **Success Criteria & Milestones** | | | | | | | | | | | | | | | | | | |
| **Success Criteria:**  End of year impact -Percentaged, timeframed –(if different to end of year) | | | | | | **Autumn**  **Target** | **Autumn Actual** | **Autumn RAG or grade 1,2,3** | **Spring**  **Target** | | **Spring Actual** | **Spring**  **RAG or grade 1,2,3** | | **Summer**  **Target** | | **Summer**  **Actual** | | **Summer RAG or grade1,2,3** |
| **1** | **Pupil Voice** shows that children are able to articulate views about books, stating know authors and books. | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **2** | Quality of teaching is judged to be **good or better in all** classes especially for DAP and SEND | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **3** | The quality of work in **all** pupils’ workbooks demonstrates **good progress.** | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **4** | **All staff** are able to assess accurately both formatively and summatively and use this information to inform their teaching. | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **5** | **A very large majority of all pupils (80-96%)** make good or better progress in **reading** by **July 2022** amd move RWInc groups each half-term | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **6** | **Key Driver** texts revised | | | | | **%** | **%** |  |  | | **%** |  | |  | | **%** | |  |
| **Monitoring (**explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) | | | | | | | | | | | | | | | | | | |
| **Who**  *Staff member/s responsible* | | **What**  *What monitoring activities will be taking place?* | | | | | | **When -***How regularly will you conduct monitoring activities?* | | | **Where-***Where will you review/report the outcomes of the monitoring activities?* | | | | **External Validation-***How will you gain external validation of your work (eg School Improvement Partner, Governors etc)* | | | |
| *FE* | | Lesson observations | | | | | | *Termly* | | | *Partners monitoring* | | | | *Partners / SIP* | | | |
| *FE* | | *Book Scrutiny* | | | | | | *Termly* | | | *Partners monitoring* | | | | *Partners / SIP* | | | |
| *FE* | | *Pupil Voice* | | | | | | *Termly* | | | *Partners monitoring* | | | | *Partners / SIP* | | | |
| *FE* | | *Planning* | | | | | | *Termly* | | | *Partners’ monitoring* | | | | *Partner / SIP* | | | |
| *FE / CT* | | *RWInc assessment* | | | | | | *Half-termly* | | | *Partners’’ monitoring* | | | | *Partner / SIP* | | | |
| **Actions** (required to achieve Success Criteria) | | | | | | | | **Lead person responsible** | | **Timescale- start/end** | | | **Training/ CPD needs** | | | | **Resources/cost/time** | |
| * RWInc training for new staff | | | | | | | | FE | | Autumn | | | Training | | | |  | |
| Observations of all staff | | | | | | | | FE | | Autumn | | |  | | | |  | |
| Individualised support plans set up if necessary with paired teaching observations | | | | | | | | FE | | On-going | | |  | | | |  | |
| Re-commission library – train new volunteers | | | | | | | | FE | | Autumn | | |  | | | |  | |
| All staff to include reading selection books in class at least twice a week. | | | | | | | | All | | Weekly | | |  | | | |  | |
| Set up timetable of reading events for year | | | | | | | | FE | | On-going | | |  | | | |  | |
| Revise key text drivers for each year group | | | | | | | | All | | Autumn | | |  | | | |  | |
| Parental workshops | | | | | | | | FE | | Autumn | | |  | | | |  | |
| Regular newsletter support for reading | | | | | | | | FE | | Monthly | | |  | | | |  | |
| Reading events throughout year such as book swaps | | | | | | | | FE | | Termly | | |  | | | |  | |
| **Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | | |
| **Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | | |
| **Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** | | | |  | | | | | | | | | | | | | | |