



# Granby Primary School

## KS1 Improvement Plan 2017-18

<b>Priority :</b> <i>1. IRIS , 2. Writing , 7. Disadvantaged Children</i>							<b>Lead :</b> <i>Lewis, James</i>			
<b>Objective :</b> <i>KS1: To increase the percentage of children reaching the Expected Standard and Greater Depth in Writing.</i>							<b>Linked SPM Objective Count :</b> <i>0</i>			
<b>Department :</b> <i>KS1</i>										
<b>Start Date :</b> <i>01/09/2017</i>							<b>Due Date :</b> <i>31/08/2018</i>			
<b>Success Criteria :</b> <i>[1] 65% of children to reach or exceed ARE's in each year group.            NB: 2016-17 - Y1: 61% &amp; Y2: 57%            [2] 90% of children to achieve 6 Steps progress.            [3] 80% of children to achieve 7 Steps or more progress.</i>										
Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status
Instruct IRIS triads to focus on teaching of writing.	[1] Constructive professional discussion. [2] Sharing of best practice for teaching writing. [3] Improved writing outcomes for children.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				In Progress

Half-termly internal and bi-annual external moderation of writing.	[1] Standardisation of writing assessment across LKS2 and within DG6. [2] Moderation evidence to support teacher judgements.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				In Progress
KS1 Interim Framework at Year 2 and Granby Writing Standards at Year 1.	[1] Standardisation of marking across KS1. [2] Improved accuracy of teacher assessment. [3] Evidence folders compiled to corroborate judgements.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				In Progress
Organise staff meeting about "Talk for Writing".	[1] Talk for Writing principles evident in lesson observations and work scrutiny.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				Not Started
Provide termly opportunities for parents to "stop and share" their children's writing.	[1] Celebration of children's work. [2] Improved parental engagement. [3] Opportunity to share information about how writing is taught at Granby.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				In Progress
Sparkling Sentences intervention.	[1] Twice weekly assembly group for children working just below ARE's. [2] Highly structured planning and writing activities. [3] Transfer of skills to result in improved written outcomes evident across the curriculum.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				In Progress

Embed 'plan, draft, edit and redraft process' into all units of writing.	[1] Year 1 Summer Term only; Year 2 throughout the year. [2] Planning, drafting, editing and redrafting evident in lesson observations and scrutiny of work.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				In Progress
Introduce KS1 "BIG Write Day".	[1] Spring and Summer Terms. [2] Each classroom themed with objects for children to create a story or poem from. [3] Morning spent drafting and editing writing to be shared with own classes in the afternoon.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				Not Started

**Evaluation Processes :**  
 \* Half-termly internal writing moderation in school.  
 \* Bi-annual external moderation with schools from DG6.  
 \* Termly writing assessments using Y1 Granby Writing Standards and KS1 Interim Framework 2017.

**Overall Impact :**

**Outcomes :**

**Priority :** 4. KS1: Phonics , 7. Disadvantaged Children **Lead :** Lewis, James

**Objective :** KS1: To increase the percentage of children meeting the standard in the Phonics Screening Check. **Linked SPM Objective Count :** 0

**Department :** KS1

**Start Date :** 01/09/2017 **Due Date :** 31/08/2018

**Success Criteria :**  
 [1] Improved phonological awareness.  
 [2] 80% of children judged to have 'met the standard' in the Year 1 Phonics Screening Check, in line with Local Authority average.  
 NB: 65% in 2016-17  
 [3] 91% of children judged to have 'met the standard' in the Phonics Screening Check by the end of Year 2, in line with the national average.  
 NB: 88% in 2016-17

Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status
Year 2: Phonics intervention for children who didn't pass Phonics Screening Check in previous year.	[1] HLTA to provide twice weekly phonics intervention for target children. [2] Greater number of children to reach the expected standard in phonics by the end of Year 2.	JLew, SHar, SLaw		£0.00	£0.00	31/08/2018				In Progress
Year 1: KTC phonics training.	[1] Improved staff subject knowledge of KTC phonics. [2] KTC phonics used confidently across year group. [3] Improved phonological awareness of all children.	SHar, SPay, SGre		£0.00	£0.00	31/08/2018	KTC Phonics Training  £0.00			Not Started

Year 2: Precision phonics teaching for children working below the expected standard.	[1] HLTA to provide daily phonics and reading intervention for target children on rolling rota. [2] Greater number of children to reach the expected standard in phonics by the end of Year 2.	JLew, MGro, SLaw		£0.00	£0.00	31/08/2018				In Progress
Year 1: Phonics intervention for children working just below the expected standard.	[1] HLTA to provide twice weekly phonics intervention for target children. [2] Greater number of children to reach the expected standard in phonics by the end of Year 1.	SHar, SPay, SGre		£0.00	£0.00	31/08/2018				In Progress
Whole class phonics teaching using KTC learning lines.	[1] Standardised approach used across KS1. [2] All children taught KTC programme of study for their year group. [3] Additional support provided for children working at a lower phase. [4] More children to meet the standard in the Phonics Screening Check.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				In Progress
Visit to observe KTC phonics at Kestrels' Field Primary.	[1] Best practice in phonics teaching observed. [2] Opportunity for personal reflection and for staff to ask questions. [3] Improved delivery of KTC phonics upon return to school.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				Not Started
Introduce more rigorous monitoring	[1] Baseline assessment completed at the end of Autumn Term. [2]	JLew, MGro,		£0.00	£0.00	31/08/2018				In Progress

and assessment of phonics.	Half-termly assessments completed thereafter. [3] Targetted early interventions put in place for those at risk of not meeting the standard. [4] Greater success in Phonics Screening Check.	SHar, SLaw, SPay, SGre								
Purchase new phonics reading books to supplement lower book bands.	[1] Pink, red, yellow, blue and green reading stock updated with phonics books. [2] Greater choice of titles for children at early stage of reading. [3] Daily reading to reinforce phonics teaching received in school.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				Not Started
Invite parents to meeting about how we teach phonics at Granby.	[1] Opportunity to explain and demonstrate how phonics is taught. [2] Sharing of practical and online phonics resources. [3] Improved parental knowledge and engagement with their children's phonics learning.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				Not Started
Source additional resources for phonics teaching and interventions.	[1] Additional phonics teaching resources purchased or created in school. [2] Children benefit from a greater range of activities to reinforce phonics teaching in lessons or interventions. [3] Improved phonological awareness.	JLew, SHar, SLaw, SPay, SGre		£0.00	£0.00	31/08/2018				Not Started

**Evaluation Processes :**

\* Ongoing formative assessment as part of daily phonics teaching.

- \* Baseline assessment at end of Autumn Term.
- \* Half-termly assessment thereafter.
- \* Phonics Screening Check in June 2018 for all Year 1 children and any Year 2 children who did not meet the standard in previous year.

**Overall Impact :**

**Outcomes :**

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