



Key Issue 1		To improve the attainment of pupils in writing and SPAG with a particular focus on spelling.						
OVERARCHING SUCCESS CRITERIA	Targets for 2016/2017							
	Key Stage		% of pupils to achieve expected outcomes in Reading, Writing and Maths			% of pupils to achieve above expected outcomes		
	Foundation		75%			25%		
	Key Stage 1		80%			30%		
	Key Stage 2		85%			35%		
OBJECTIVE	ACTIVITIES/MILESTONES	TIMESCALES		LED BY AND MONITORED FOR COMPLIANCE BY	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?	EVALUATION Questions that could be asked by Governors
		FROM	TO					
To ensure accurate tracking of pupils progress in SPAG	Improved moderation of pupil outcomes in SPAG with a particular focus on spelling. Moderation to occur through lesson observation, book scrutinies and pupil interviews. Children to receive a spelling test every half term. Particular focus on HA pupils.	Moderation to occur at the end of each half term as outlined in planner		LS	That the % of pupils on track to achieve age expected outcomes is as identified above	None	Governors and JH (SIP) through SDP, lesson observations, book scrutinies and data	How are you certain that the assessment details that have been recorded are accurate?
To ensure staff accountability for pupils progress in SPAG	All staff to have clear and measurable performance management targets linked to the attainment of all pupils in SPAG	Sept 16 Mid- term review Feb 17	July 17	SP	That the % of pupils on track to achieve age expected outcomes is as identified as above.	None	Governors and JH (SIP) through SDP, lesson observations, book scrutinies and data	What percentage of children are on track to achieve age expected outcomes in SPAG in each year group? How are you sure that the data you are receiving on pupil performance is accurate?

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To improve teachers knowledge of teaching spelling to pupils with specific difficulties with spelling	Staff to receive CPD from LSAT on effective teaching strategies for pupils who have been identified as having a specific difficulty with spelling.	Staff to receive training Nov 16 through CPD.		JA (SENCO) and LS	That the percentage of pupils achieving age expected outcomes in spelling continues to increase as outlined above.	1x LSAT session £250	SP and Governors through SDP, lesson observations, book scrutinies and data	How effective was the CPD in raising standards for pupils with SEN? How has the quality of teaching and learning improved for pupils with spelling difficulties?
To ensure that SPAG interventions are delivered effectively to accelerate the progress and thus increase the attainment of all pupils.	TA's to receive training on the effective teaching and learning of SPAG from SIP and Literacy Co-ordinator Improved planning by teachers for the interventions being delivered. Further Monitoring of the quality and impact of interventions by SLT	TA's to receive training during Autumn term see planner.	Monitoring to occur throughout the year see monitoring timetable for dates	LS	That the quality of teaching and learning in SPAG continues to improve and is never less than good. Attainment continues to improve in SPAG as outlined above	2x training sessions from JH (SIP) £500.00	SP and Governors through SDP, lesson observations, book scrutinies and data	What % of the interventions that have been observed have been rated as good or outstanding? Has this increased since the CPD?

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To further improve the quality of teaching and learning in SPAG to ensure it always good and increasingly outstanding		Further supportive lesson observations to improve the quality of teaching and learning in SPAG which will include detailed developmental points to ensure continual improvements. All staff to work in trio's to plan, prepare and observe SPAG lesson's with follow up developmental points. Ensure all SPAG lessons have opportunity to apply the skills that have been taught.				Lesson Observations to occur half termly see planner for details				LS		That the quality of teaching and learning in SPAG continues to improve and is never less than good. Attainment continues to improve in SPAG as outlined above.		Release time for LS to complete lesson observations and complete action plans with staff to improve the quality of teaching and learning		SP and Governors through SDP, lesson observations, book scrutinies and data		What % of the lessons you have observed have been outstanding? Is this % increasing due to the development points that have been identified? How do you know development points are being acted upon?	

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To ensure a whole school approach to the teaching and learning of SPAG	Revisit and the implementation of a whole school SPAG policy to ensure a whole school approach to the teaching and learning of SPAG.	October 2016	October 2016	LS	The quality of teaching and learning in SPAG is never rated less than good and increasingly outstanding Progress in SPAG for all pupils accelerates and thus attainment improves (At least 80% of pupils are on track to achieve age expected outcomes.	None	SP and Governors through SDP, lesson observations, book scrutinies and data	Is the introduction of the revised policy impacting on the quality and teaching and learning?  How do you know there is a whole school approach to the teaching of SPAG particularly spelling?

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To improve the quality of pupils spelling through effective marking and feedback	To ensure whole school consistency when marking incorrect spelling and ensure that the marking is effective in the improving of spelling	PDM in October Monitored for compliance throughout the year	July 2017	LS	The percentage of pupils on track to achieve age expected outcomes is as outlined above.	None	SP and Governors through SDP, lesson observations, book scrutinies and data	How is the effective feedback impacting on the standards being reached by pupils in spelling?

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To improve the quality of pupils spelling through the use of effective homework and application of this learning in their writing.	For all pupils to be regularly and consistently given spelling homework and ensure the effective application of spelling when writing	Sept 16	July 17	LS	The percentage of pupils on track to achieve age expected outcomes is as outlined above.	None	SP and Governor's through SDP, lesson observations, book scrutinies and data.	How many pupils are completing the spelling homework set?