

# English Action Plan

(2023 - 2024)

## Vision

**At Knights Enham Nursey & Infant School we provide...**

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



**'Together We Achieve'**

# Latest Ofsted Inspection

Summary from Ofsted Inspection (July 2019)

## Overall effectiveness Good

- |  |                      |
|--|----------------------|
| • Effectiveness of leadership and management   | Requires Improvement |
| • Quality of teaching, learning and assessment | Requires Improvement |
| • Personal development, behaviour and welfare  | Requires Improvement |
| • Outcomes for pupils                          | Requires Improvement |

## What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

## Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

### 1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

### 2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. Promote and embed the **vision** and **values** across the school.
2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

### 3. SEND

Meeting the needs of all children to ensure good progress.

1. **The quality first teaching** is supporting children with regard to SEND, and appropriate differentiation is planned.
2. **Provision maps** are in place for **interventions** and support. Monitoring is effective and is amended where needed.
3. **ILPs** are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.

## 1. Teaching & Learning

### To develop the teaching of writing

Improving all pupils' attainment and rates of progress from starting points.

| Intent  | Implementation   | Monitoring                            | Timescale                                 | Budget                              | Impact   |
|---|--|---------------------------------------|---|-------------------------------------|--|
| For all teaching staff to use Assessment for Learning to inform their daily practice. | INSIGHTs is being used to inform daily progress and learning intention match pupils needs  | V Woodward<br>D Whitehouse<br>N White | Ongoing as soon as INSIGHTs is introduced |                                     | Most classes being kept up to date – VW using to inform planning   |
| Develop units of planning   | Making sure all plans follow the 'stimulate & generate', 'capture, shift & sort' & 'create, refine, evaluate' framework  | V Woodward                            | Autumn 2 onwards after HIAS visits        | Management time                     | Yes – some plans to be tweaked for next year but generally improved outcomes where teachers have followed  |
|   | Creating lesson plans to ensure staff have clear guidance to follow to develop consistency   |                                       |   |                                     | CT taking responsibility for lesson plans – improved as year has gone on   |
|   | Ensure clear guidance for modelled writing expectations (providing examples in addition to the planning etc)   |                                       |   |                                     | Examples often shared in planning – some teachers may need to watch more skilled or confident teachers complete modelled/shared writes to support their practice |
|   | Gather writing samples after each unit of work for 'NOT, ARE, GDS'   |                                       |   |                                     | Need to continue and update  |
| Developing the consistent use of Flipcharts (or equivalent)                           | Creating flipcharts to support lessons to develop consistency across classes using the agreed wording across key stages, 'I do', 'We do', 'You do' etc. using symbols to support | V Woodward<br>D Whitehouse<br>N White | Autumn 2 onwards after HIAS visits        | Management time                     | CTs currently creating the resources – would be good to have ActivInspire on infant computers  |
| Developing the use of working walls to support T&L                                    | Organise for infant teachers to observe lower KS2 working walls being used if possible or to speak with lower KS2 teachers about how they use them to support T&L                | V Woodward<br>D Whitehouse<br>N White | Throughout the year                       | Release time if observing in lesson | Chances to see during staff meetings. Working walls in each class – new guidance to be given in Sept. regarding usage  |
|   | Ensuring guidance on the planning about what needs to be included on working walls (vocabulary, key spellings etc)   | V Woodward                            | Autumn 2 onwards after HIAS visits        |                                     | Need to implement next year  |

|  |  |                                       |  |                 |   |
|--|--|---------------------------------------|--|-----------------|---|
|  | Informal learning walks to check how working walls are being used to support T&L | V Woodward<br>D Whitehouse<br>N White | Spring term onwards allowing time to introduce | Management time | Very limited opportunities to visit other class with difficulties due to cover/budget |
|--|--|---------------------------------------|--|-----------------|---|

## 2. Curriculum

### To develop a writing curriculum which is rich and creative

Creating our own curriculum which is rich, creative, and to be proud of.

| Intent   | Implementation  | Monitoring                                | Timescale                          | Budget             | Impact   |
|--|---|---|------------------------------------|--------------------|--|
| To have strong and diverse text drivers to inspire our writing curriculum          | Meet with the HIAS inspector for English to review text drivers and planning  | V Woodward                                | Autumn 1                           | Management time    | Strong text drivers generally – some to tweak  |
|  | Working with SLS/purchasing books to ensure there are enough copies of texts per year group (including copies for support staff that may be working 1:1 or in small focus groups) as well as copies for book corners and the library. |   | Autumn 2 onwards                   | TBC                | Most units have sufficient books – some gaps to fill next year also in relation to link texts (to be taught in the previous half term) |
|  | Gather writing samples after each unit of work for 'NOT, ARE, GDS'  |   |                                    |                    | Need to continue and update  |
|  | Liaise with teaching staff and talk with children after different text drivers are introduced to get feedback   | V Woodward<br>D Whitehouse<br>N White     | Autumn 2 onwards                   | Management time    | Yes – some tweaks to be made   |
| To ensure there is an up-to-date English policy that clearly lays out expectations | Review existing English Policy to see what is still relevant and what needs changing  | V Woodward<br>N White<br>KS2 English Lead | Autumn 2 onwards after HIAS visits | Management time    | Needs looking at as a 'Federation'   |
|  | Update and adapt the English policy alongside N White (linked to phonics and early reading) and the KS2 English lead to ensure consistency  |   | Spring 1                           |                    | As above   |
|  | Ensure all teaching staff are aware of the expectations of the policy through time in a staff meeting   | V Woodward<br>N White                     | Spring 1                           | Staff meeting time | As above   |

### 3. SEND

Meeting the needs of all children to ensure good progress.

| Intent  | Implementation   | Monitoring                                     | Timescale                          | Budget  | Impact   |
|---|--|--|------------------------------------|---|--|
| To ensure planning, task design & resources meet the needs of all children, including those with additional needs | Clear examples of how tasks can be differentiated in planning, using additional resources (including support staff) for children with additional needs.  | V Woodward                                     | Autumn 2 onwards after HIAS visits | Management time                                   | Some examples put on the main planning sheet with ideas for CTs to differentiate – CTs need to consistently include this in their lesson plans |
|   | Using practical resources to make texts more accessible to children where needed – coloured overlays, copying onto coloured paper, enlarged copies, simplified versions of texts, picture/word banks         | V Woodward<br>SENCo                            | Autumn 2 onwards                   | TBC after reviewing SEN resources/ colour copying | Not yet done   |
|   | Using visuals to support children where needed (for all children on flipcharts [or equivalent] or visual checklists for what is needed to be included in a piece of writing)                                 | V Woodward                                     |                                    | Management time                                   | Suggestions given in planning at points but CTs to create resources based on knowledge of the class  |
|   | Purchasing/sourcing 'talk tins' for each class for children to record their ideas to support children with poor working memory to be able to access tasks with increasing independence                       | V Woodward<br>D Whitehouse<br>N White<br>SENCo |                                    | £100-200 approx depending on existing resources   | Most classes reported not wanting to use these/having limited success.   |
|   | Purchasing/sourcing table top whiteboards (A-frames) for modelling to children in a smaller group/1:1 to support those with poor working memory/scaffold more heavily where needed/reduce cognitive overload | V Woodward<br>D Whitehouse<br>N White<br>SENCo |                                    | £100-200 approx depending on existing resources   | Not yet done   |
| To use assessments to ensure children are being challenged at an appropriate level                                | Class teachers using INSIGHTs to see where the gaps are for SEN children or those NOT (including looking into previous year groups assessments)  | V Woodward<br>D Whitehouse<br>N White<br>SENCo |                                    | Ongoing as soon as INSIGHTs is introduced         |  |
|   | Chances for staff to observe in younger year groups where needed to see the expectations for children working within that age range  | D Whitehouse<br>N White                        | When needed                        | Release time if observing in lesson               | Not yet happened.  |

