

Sherborne County Primary School
 School Development Plan - September 2018 - October 2019
 1st Update - November 2018



OBJECTIVE 2 - To raise standards in all areas of WRITING across the school

Pink = completed / Yellow = started & ongoing / Updates in Red

Rationale- Although writing continues to improve across the school, attainment and progress at KS1 and KS2 is still not at National Average.					
STRATEGIES	TACTICS	Lead Person and Monitoring	Timescale	Resources	IMPACT- Measured in Spring Term
A. To improve assessment, target setting and moderation of Writing across the school. CPD- School Moderation LEAD PERSON-Lucie Durrant	1. Aspirational target setting led by coordinators and filtered down for performance management & monitored by the Team Leader (regularly via drop-ins, team meetings, pupil interviews & work scrutinies) <i>80% aspirational target set for attainment for EVERY year group (presentation at 1st LGB)</i>	All team leaders and SLT	Complete by the end of Autumn Term	SLT & staff meeting time	
	2. Interventions led by class and SEN assigned TAs. Peer coaching between staff to raise skill set. <i>Triad teaching already started with evidence within folder (peer to peer staff coaching)</i>	All team leaders and SLT	Spring term	Meeting time	
	3. To build a portfolio of work to demonstrate evidence for high standards / targets and areas for improvement. Linked to SAST agreed standards <i>Oct 2018 Staff Meeting discussed Writing Portfolio & possible contents linked to moderation</i>	Lucie Durrant	Start Autumn Term 2018	Staff meeting time	
	4. To review the effectiveness of the English Coordinator- split into areas	All team leaders and SLT	September 2018	Meeting time	
Rationale- HIGH QUALITY CPD needs improving for all teachers to help raise standards.					
STRATEGIES	TACTICS	Lead Person and Monitoring	Timescale	Resources	IMPACT-Measured in Spring Term
B. To provide regular, high quality CPD in writing at all levels CPD -Triad Teaching for all teachers	1. Utilise regular meetings (whole staff / teachers & TAs) to provide CPD in strategies and skills to improve writing (content & handwriting) <i>This is already happening with several sessions linked to areas of writing including teaching styles (& Triad Teaching) - Dedicated Spelling session in Nov</i>	All team leaders and SLT Support from SAST	Starting Autumn Term 2018	INSET day time & potential CPD speaker - cost TBC	

- In school writing moderation - SAST moderation LEAD PERSON- Jess Wakeling	2. Triad teaching & coaching for the teaching of writing. Filming each other teaching & working on improving learning & teaching. Ensure this includes across teams (to show the journey). Move English to the 1st session everyday. <i>See above</i>	Jess Wakeling (Liaising with Jen Jacklin - Teaching School)	Starting Autumn Term 2018	Staff meeting time & possible cover for filming teaching (hope to cover with TA's)	
	3. Regular focused writing moderation in staff meetings. Link to SAST moderations. <i>Evidence of moderations & work scrutinies that have taken place are within the shared 'monitoring folder'</i>	Lucie Durrant	Starting Autumn is Term 2018	Meeting time and possible cover to meet with SAST colleagues	
Rationale- Children are not embedding spelling and phonic strategies within their writing, meaning that the amount of children reaching expected standard is low.					
STRATEGIES	TACTICS	Lead Person	Timescale	Resources	IMPACT-Measured in Spring Term
C. Embed spelling and phonic strategies in writing across all Key Stages. CPD- Whole School Spelling Strategy LEAD PERSON-Felicity Griffiths	1. To invest in high quality resources and whole school approach. Eg- Read, Write, Inc / Spelling Shed <i>Spelling resources have been purchased (variety) & staff have viewed a range of resources</i>	Phil Sales and Felicity Griffiths	Purchase Autumn 2018 / Spring 2019	Read / Write Inc - £1K Spelling Shed - £100	
	2. Have alternative/additional approach for children not accessing phonics as main strategy to spell.	Liz Maskew and Jess Wakeling	Starting Autumn Term 2018	Staff meeting time	
	3. Spelling- non negotiable in school displays. <i>Dedicated Spelling Staff Meeting in Nov hosted by FG</i>	Felicity Griffiths		Staff time and display resources (part of central budget)	
	4. Run Spelling workshops in each team for parents to attend	Team leaders	Spring Term 2019	Staff meeting time to prepare	
Outcomes	- Writing Improvement - KS2 - Year 6 - 46 out of 46 (100%) achieving <i>appropriate PROGRESS or above in Writing</i> across Yr 6 KS2 - Year 6 - 41 out of 46 (89%) achieving 'expected' attainment within the <i>National Expectation in Writing</i> KS2 - Year 6 - 13 out of 46 (28%) achieving 'in-depth' attainment within the <i>National Expectation in Writing</i> KS2 - Year 4 - 44 out of 47 (94%) achieving <i>appropriate PROGRESS or above in Writing</i> across Yr 4 KS1 - Year 2 - 45 out of 45 (100%) achieving <i>appropriate PROGRESS or above in Writing</i> across Year 2 KS1 - Year 2 - 30 out of 45 (66%) achieving 'expected' attainment within the <i>National Expectation in Reading</i> KS1 - Year 2 - 7 out of 45 (16%) achieving 'in-depth' attainment within <i>expectations in Writing</i> EYFS -				

Year 2 - Raising Standards in WRITING across the school	
<ul style="list-style-type: none"> - Review Writing Portfolios across the school & moderate content alongside SAST schools - Evaluate & continue to concentrate on spelling, picking any phonic issues between end of KS1 & Lower KS2 - Continue to stretch the more able writers and utilise them for peer to peer learning of others 	