



Worlingham CEVC Primary School

Annual Subject Review for: English

Subject Leader/Completed by: Michelle Wood
Date:



**What impact has your work had over the past 12 months? How do you know?
How has your subject developed?**

Over the past year

There has been a complete overhaul of reading provision in KS1, all books have been relabelled in line with phonics and Bug Club colour code. Gaps in provision were identified and new books ordered.

An annual audit of the English curriculum has been conducted. Following the findings from this audit, the English curriculum has been carefully built and the learning opportunities and assessment milestones for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills.

Staff created long term plans which include texts to be studied and purposes for writing covered in each year group with cross curriculum links. This has ensured our children have access to a wide range of genres.

The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that knowledge and skills in writing and reading are progressive and build year on year.

A new consistent approach to the whole school assessment of writing has been embedded and all staff are confident in explaining how our school administer our writing assessments and the reasons why.

Comparative judgement is one method we have introduced to assess writing not only across our school but in comparison with others nationally. Within a year every teacher is asked to judge writing from years 1 to year 6 using No More Marking software. Following repeated comparisons, the resulting data is statistically modelled and responses are placed on a scale of relative quality.

Alongside this the whole school use regular independent writing assessment opportunities which include writing for a range of purposes to prioritised areas of development using our end points for each year group. These areas are then planned to be revisited to help close any gaps.

Highlights of the Year.

We have created a more efficient and consistent approach to how we assess our writing.

Using a shared image every half term as an inspiration for children's independent writing tasks is now an integral part of our assessment process and is a successfully way to assess writing across the school from a common starting point.

This approach allows staff to see writing in other year groups and the progression throughout the whole school.

Pupil voices expresses an enjoyment for the independent writing tasks. Lots of children said they enjoy the challenge of having to think for themselves of what to write but like the freedom it provides.

The No More Marking – comparative judgement assessment has been great CPD for staff. It has provided an opportunity to discuss children's work focussing on finding positives in students work and planning their next steps for teaching and learning. Rapidly looking at a range of scripts from a range of age groups has highlighted common errors or future teaching points and helped to clarify concrete feedback for children.

The new feedback system is having a positive impact on the standard of Writing across the school. Using a Whole-Class Feedback approach has enabled teachers to capture the key messages which need to be fed back to groups of children or individuals, in a time-efficient manner, without the need for written comments on every child's script.

How well do children achieve in your subject? How do you know?

Assessment information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in English.

A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in writing and reading includes: comparative judgement / independent writing, book scrutinise, lesson observations and/or learning walks, pupil/parent and/or staff voice.

Evidence shows that children at Worlingham Primary are becoming more confident writers and readers and by the time they are in upper Key Stage 2, most genres of writing /reading are familiar to them.

Termly assessment shows that most children at Worlingham Primary are achieving age-related expectations for both reading and writing and 'no more marking' indicates that we are performing above national average in all year groups.

Outcomes of work in both literacy and topic books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

Moderation of children's writing with colleagues from other schools ensures that teacher assessment judgements are accurate and robust. (No More Marking)

Pupil voice confirms an overall enjoyment for writing and belief that they are good writers. Children are confident about discussing what good writing is, what helps them when writing and what they need to do to improve their work.

What steps are you taking to tackle underachievement and improve provision?

At Worlingham Primary school teachers use both formative and summative assessment information in every English lesson. This information is used to inform their short-term planning and short-term interventions. This helps ensure gaps in knowledge are closed and progress is not limited. providing the best possible support for all of our pupils, including the more able.

End of term assessments are used to track progress year by year and pupil progress meetings also identify precise actions and objectives for targeted focus children, who are not likely to meet end of year expectations and/or not making expected progress. Assessment information is collected frequently and analysed as part of our monitoring cycle.

All of this information is gathered, reviewed and used to inform further curriculum developments and provision is adapted accordingly.

Carefully identified children have had access to in house catch up tutoring and many others are involved in interventions to target their needs.



Subject Action Plan for: English

Priority	To embed approaches to reading which ensures pupils read widely, often and competently.				
Rationale	<p>The last couple of years writing has been a focus , so now reading is a priority for our school. Currently our school library is becoming well stocked with an excellent choice of high quality books for pupils to choose from and pupils' attitudes to reading are positive. Our English curriculum is based on texts from a variety of genres that serve as a stimulus for our writing. As we want our learners to 'write as readers' and 'read as writers.'</p> <p>We now need to embed our quality text based English curriculum, as well as develop all children's ability to articulate what they enjoy reading and why, and provide examples of books they read and authors they like.</p>				
Success Criteria	A culture of a love of reading across the school will be evident. Pupils will have the skills to access reading for both purpose and pleasure. They will be capable, confident readers who demonstrate an increasing knowledge of author and genre preferences.				
Intended Outcomes	Actions	Who is responsible?	Resources/Time needed	Timescale	Monitoring and Evaluation
1. Children are identified through the rigorous tracking system and interventions put in place for any child working below expected.	<ul style="list-style-type: none"> • Termly reading assessments using standardised test scores (PIRMA) and individual class teacher reading, data input onto tracking grids. • Analysis of reading tracking information in pupil progress meetings. to identify vulnerable children and key reading skills needing further input. • Agree action needed, possible training on how to 	All class teachers. Head teacher Deputy English lead	<p>Time put in diary for in school time meetings.</p> <p>Non-contact subject leader time to review and assess data.</p> <p>Training on catch up reading schemes - involvement of</p>	Termly Pupil Progress meetings.	

		support our weakest readers.		TA's as well as staff.		
2.	Show children that we value reading at Worlingham CEVC Primary.	<ul style="list-style-type: none"> • Over haul of ks2 reading scheme books to update, inspire and motivate children. • Allocate 'ERIC' time across school. Everybody Reading in Class. • To commence regular reading sessions with paired classed buddies. • Staff read to children on a regular basis - stories, rhymes, poems and non-fiction. • Year 6 'Reading Ambassadors/ librarians' to hold a reading assembly explaining the benefits of reading. • Hold a 'bring and buy' book sale • Organise an author visit (in school or virtually to help to inspire a love of reading) 	All staff. Mrs Vaughan and Mrs Head English Lead Deputy Head	<p>Money invested in updating ks2 reading scheme books.</p> <p>Weekly reading time.</p> <p>Assembly sessions.</p> <p>People to help organise and run bring and buy book sale.</p> <p>Money to pay for author visits.</p> <p>Non-contact subject leader time to monitor reading throughout school.</p>	<p>Start of year assess ks2 reading scheme books and look at gaps - aim to order as soon as possible.</p> <p>Once every half term reading assembly.</p> <p>Once a year book sale and author sessions.</p>	

3.	<p>To ensure all pupils are exposed to a variety of high- quality, age appropriate texts, genres and authors, linked to different areas of the curriculum.</p>	<ul style="list-style-type: none"> • Ensure units of work which have been planned for have the coverage of a variety of genres and literary styles with high-quality texts needed. • Evidence of a clear teaching sequence in books of a range of genres. • More non- fiction independent tasks and focused work on authors/poets. • Class texts which link to topic work and further embed the learning across the curriculum. • Ensure children's literacy skills enhance their work across all areas of the curriculum as they apply their skills in a meaningful context. 	<p>All teachers Head of English Mrs Vaughan/ Mrs Head - librarians.</p>	<p>Non-contact subject leader time to monitor planning and books.</p> <p>Money for new books to support curriculum coverage. Pobble subscription to be renewed.</p>	<p>After Easter order books for new curriculum.</p> <p>Monitoring every term.</p>	