

**St. Bernadette's Catholic Primary School
School Improvement Plan
2016-2017**

Number 1

Area for development - **Develop standards in writing across the school and address the attainment gap between boys and girls.**

Rationale - **Standards in writing at the end of the key stages is below the national average.
Boys attainment in writing is well below that of girls and below that of boys nationally.**

Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Interim monitoring
Using summer 2 data, identify the gender differences in attainment and progress in writing for each year band and setting group.	Reports to be printed for each teacher. Identify specific groups.	SMT	Year band staff have a baseline assessment in attainment for writing. Reports are printed each half term (September-July)	n/a	(See no 5)

Review

Information shared with staff using the summer 2 data, showed that in the last academic year in all year bands the attainment of boys was lower than that of the girls.

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Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Interim monitoring
Interview a group of boys from across the school to gather opinions about what would motivate them to write.	Views are collated and shared with all staff	SMT K. Lakin A Cowings C Connaire	Interviews to begin Autumn 1 Ongoing throughout the year	n/a	Co-ordinators monitor planning from each setting group to ensure topics taught engage boys. .

Review

From initial interviews with groups of boys across the school, it was apparent that they would prefer more choice in what they wrote about. They talked about the history topic which had interested them in the first term. They enjoyed writing a Mayan diary in history more than they had writing a diary in the English lesson as the Mayans had grabbed their interest. Staff need to generate ideas from the children first, before beginning their next unit of work. The boys felt that on occasions the teachers talked too much and they wanted to be allowed to get on with things. They spoke about the marking in school. They liked to receive comments on how they could improve and liked to receive targets. The boys liked the idea of the cold task, they could understand the benefit of this. The children feel that they work hard. They also liked the opportunity to work collectively on tasks.

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Identify themes within a genre to engage and excite boys.	Look at year band review of genres and consider themes for these genres to engage and excite boys in writing and build into planning.	K. Lakin A Cowings C Connaire	Planning will have identified themes (Sept) Staff will have taught genres with consideration to themes that would engage and excite boys. Children may have been involved in this selection, evidenced on weekly plans.	n/a n/a	Subject leaders will monitor planning. (Sept)

Review

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Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Interim monitoring
Topics for KAO reviewed to stimulate both gender groups.	Look at the topic for the KAO to ensure it would stimulate both gender groups.	Year band leaders K. Lakin A Cowings	Half termly (prior to KAO) Topics for KAO will have been selected to stimulate both gender groups. Tasks present a choice for children to select from.	n/a	Subject leaders collect KAO topics every half term. (Oct, Dec, Feb, April, May July)

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Identify if staff target questions to boys as frequently as they do girls during lessons.	TAs to conduct some research over a number of lessons and identify if staff target boys as frequently as they do girls in their questioning.	Year band leaders K. Lakin A Cowings	Autumn 1 There is clear evidence to show that questioning in lessons targets both boys and girls equally.	n/a	Focus on questioning during learning walks.

Review

During 68 lessons, support staff logged the proportion of girls and boys in the class. They then tallied the number of questions that were targeted to boys and the proportion targeted at girls. The proportion was calculated and compared to the proportion of boys in the class. In 42 of the lessons (62%) more boys were asked questions than girls.

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Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Interim monitoring
Plan for a range of texts to be downloaded onto the kindles	Widen the use of kindles in literacy lessons, to include more boy friendly texts.	Setting teachers M Abbott	Boys will be allowed frequent access to kindles to allow them to read texts which engage and enthuse them and provide relevant information for writing activities. Half termly	n/a	Subject leaders and SMT through learning walks, lesson observations and book scrutiny.

Review

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Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Interim monitoring
Introduce talk for writing to early years and key stage 1	Book training for staff in talk for writing and assign one member of staff to attend training in lead school.	A Cowings	Staff twilight training November 2015. Year band training at Yew Tree Primary School every half term Key stage 1 co-ordinator to attend Pie Corbett Training June 2016	n/a	Subject leaders and SMT through learning walks, lesson observations and book scrutiny.

Review

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To monitor the attainment and progress of gender groups in writing.	Deputy head to provide reports of attainment and progress in reading and writing for boys and girls. Faculty leader will analyse and identify whole school trends. Co-ordinators will evaluate and review based on the analyses of results.	Faculty Leader K. Lakin A Cowings Deputy Head	Reducing the attainment gap in boys and girls writing. Half termly data analysis		SMT identify progress each half term. Info shared with individual staff at termly progress meetings. (Sept, Jan, May)

Review

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Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Interim monitoring
Targeted support for underattaining and underachieving writers.	Intervention groups established and activities arranged. To boost writing in underachieving groups.	SMT K. Lakin A Cowings	Appropriate intervention ensures targeted support for children who are underattaining. Number of underattainers is reduced.	n/a	Half termly reports to identify proportion of underattaining pupils within a year band.

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Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Interim monitoring
Review unit blocks for writing across key stage 1 and key stage 2 to ensure an even and streamlined coverage of genres and boy friendly genres including science fiction.	Adjust overview to ensure that genres are evenly spread throughout each phase (2 per ½ term) and include genres which appeal to boys.	C Connaire	Children are enthused to write at length and produce high standards of written work. As the number of genres has been reduced, there should be more time to teach each unit of work in detail, providing opportunities for speaking and listening and extended pieces independent writing prior to formal assessment.	n/a	Planning and book scrutiny .

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To provide more opportunities for children to complete extended independent pieces of writing. Introduction of cold tasks and hot tasks.	. To provide opportunities for children to complete extended pieces of writing more regularly to improve the standard of writing in FS - Yr 6 FS/KS1 - complete approximately one per half term where possible. KS2 - one independent piece plus one KAO per half term.	All literacy teachers.	The standards of writing will improve across school. In FS more children will achieve the ELG in writing than 2015. In Yr 2 and Yr 6 children will meet the national standard in writing in line with the national norm..		.

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To clarify and exemplify the levelling of written work to ensure continuity in the assessment of writing .with new national curriculum guidelines.	To provide training in a staff meeting, showing how to assess and level samples of writing. Moderation of writing to be carried out in a Spring staff meeting to ensure assessment and levelling written is consistent between staff.	.KL and AC	Staff will feel more confident at identifying features of writing across a range of levels and will be able to use this to make an accurate judgement of the level of attainment.		.Book and planning scrutiny.

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To use cross-curricular samples of writing to support assessment judgements made in writing.	Literacy teachers to collect a sample of independent writing from history, geography and R.E. books to create a portfolio of supporting evidence for one child in their set. These additional samples to be levelled by Literacy teacher and monitored by Literacy Subject leaders.	. All literacy set teachers.	A portfolio will be created to support assessment and levelling of writing and give a more rounded overview of the child's writing ability.		.Book and planning scrutiny.

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To use Alan Peat sentence tricks to develop writing	Staff new to school, to attend Alan Peat training	A Cowings	Staff have received training and understand the sentence tricks which can be used with the children they teach. (November 2016)	£1500	.Book and planning scrutiny.

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