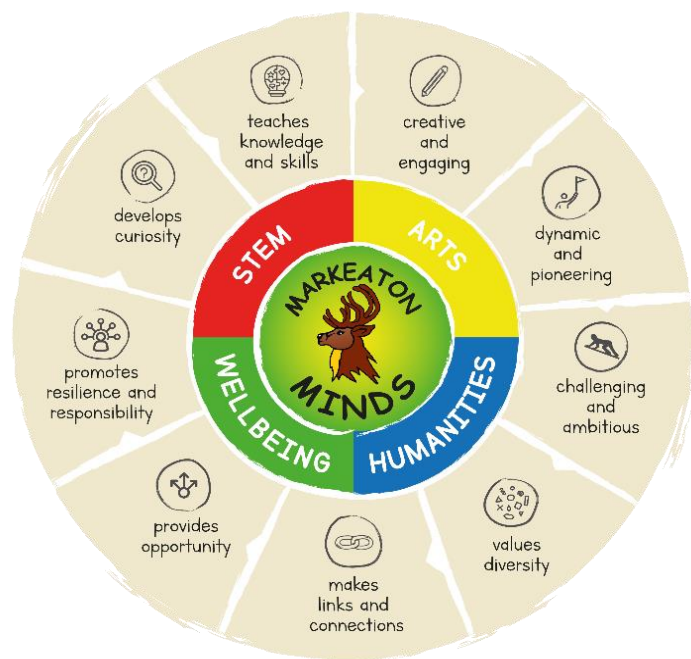


## ACTION PLAN 2023-24

<b>Date:</b>	Sept 2023	<b>Subject/Focus Area:</b>	Writing	<b>Completed by:</b>	Arts Team	
<b>Links to Whole School Development Priorities (please tick the last column to show which priority your subject targets link to)</b>	1. To further enhance continuous provision across FS2 and Y1					<b>x</b>
	2. To develop and embed the use of technology across the curriculum					<b>x</b>
	3. To improve progress in Writing and Maths from Y2 to Y6					<b>x</b>
	4. To design and deliver a program of CPD to subject leaders from local schools					<b>x</b>

### Vision statement:

At Markeaton Primary School, we aim to enable children to be purposeful communicators by developing children's Speaking and Listening skills to enable effective inference and comprehension. We provide opportunities for children to explore the world around them and widen their experience and imagination through reading, inspiring a passion and enthusiasm for reading for pleasure in every child. Children are encouraged to read as writers and write as readers and are equipped with a range of writing skills and the ability to manipulate them for a specific purpose and audience. Additionally, children are taught to express themselves and their ideas creatively and imaginatively through a written medium. In order to do this comprehensively, we provide children with sound, grammatical knowledge and aim to instil confidence in children's spelling ability and vocabulary acquisition so that they have a rich and varied vocabulary for effective communication.



## Curriculum Family Target

To plan and deliver a whole school ARTS week with the theme, 'Our World' (17<sup>th</sup>-21<sup>st</sup> June '24 TBC)

Targets <i>(please highlight any targets which strengthen the connectivity of the curriculum)</i>	Implementation  <i>How are we going to do it?</i>					Impact  <i>What will be the impact and how will we know?</i>	
Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
To implement the 'Spelling with Emile' Spelling programme from Y2-Y6 to ensure consistent spelling coverage and progression across all year groups.	<p>Trial of SWE in Y4.</p> <p>SWE app to be downloaded onto all devices in school.</p> <p>Liaise with KS1 lead regarding transitioning from ULS to SWE in Y2 upon completion of the ULS phonics programme.</p> <p>Liaise with Y2 Teachers to establish which spelling rules are covered in ULS and which spelling rules need to be taught using SWE.</p> <p>Staff training on SWE (Inset day 4<sup>th</sup> Sep) and outlining expectations i.e. 1 discrete spelling session per week followed by opportunities to practise spelling x2 weekly. 1 FF should be linked to the spelling rule of the week</p> <p>Staff drop ins for SWE troubleshooting and to answer questions and queries in Autumn term.</p>	LC, HG, VG	<p>SWE (£250 per annum)</p> <p>1 device per child in KS2 (already purchased in anticipation of implementing SWE)</p> <p>Inset meeting time scheduled</p> <p>Time allocated to SWE 'drop in'</p>	Sept 2023	June 2024	<p>Y2-Y6 have timetabled spelling sessions.</p> <p>Staff members are confident in using SWE.</p> <p>-SWE data shows that SWE is being used in school by all pupils from Y2-Y6 (Y2 from Spring half term).</p>	<p>LC, ESH, IJ</p> <p>See:</p> <p>SWE data.</p> <p>Lesson Obs of taught SWE sessions.</p> <p>SWE word lists displayed in classroom on learning walks.</p> <p>Evidence of SWE practise being completed on learning walks.</p>

<p>To promote a positive attitude towards spelling from FS2-Y6.</p>	<p>Spelling Bee (Termly Spelling Bees across school as appropriate) 1 Spelling Bee done on Teams as a school and the other 2 to be conducted in classes.</p> <p>Class trophy for the winners (spelling to be taken from the spelling rules taught for that specific year group).</p> <p>Class Spelling Bee to be done in an assembly slot.</p> <p>Class battles etc promoted in classes.</p>	<p>LC, IJ</p>	<p>-Spelling Bee trophy (Under £10)</p> <p>Bee pins (£50)</p>	<p>Sept 2023</p>	<p>July 2024</p>	<p>Pupil voice suggests positive attitudes.</p> <p>Staff voice suggests positive attitudes.</p>	<p>LC, ESH, IJ</p> <p>See: Pupil voice</p> <p>Teacher voice</p> <p>Raised profile (winners published in Weekly Word etc)</p>
<p>To continue to review and monitor the implementation of the PSG approach to writing.</p>	<p>Learning Walks x3 (at least)</p> <p>Staff meeting to discuss good practise and problems that are occurring and recap the PSG approach.</p> <p>Mentoring of staff – if needed e.g. model lessons, discuss planning etc.</p> <p>English Working Wall displays are evident in all classrooms and used to good effect.</p> <p>Moderation of writing (termly).</p> <p>Writing in Y1 Continuous Provision. – (Progression building over each half term to ensure coverage and readiness for Y2 curriculum.)</p>	<p>LC All staff</p>	<p>Staff meeting time.</p> <p>Internal cover for learning walks.</p>	<p>Sept 2022 3</p>	<p>July 24</p>	<p>Planning scrutinies show use of PSG approach being planned and implemented.</p> <p>Learning Walks reveal use of appropriate T and L resources.</p> <p>Moderation of written work shows PSG approach being used and leading to good results for writing.</p>	<p>LC, ESH, IJ</p> <p>See: Observations through learning walks and classroom environment.</p> <p>Books.</p>
<p>To ensure a range of diverse texts are immersed in the writing curriculum</p>	<p>Audit of texts on the Curriculum Progression Spreadsheet and new books purchased as needed.</p>	<p>LC Dept Leads</p>	<p>New books £300</p> <p><b>COST for Di?</b></p>	<p>Sept 23</p>	<p>Jan 24</p>	<p>Diverse texts are evident throughout the writing curriculum.</p>	<p>LC, ESH, IJ</p>

	Discussions with Department Leads about alternative texts to ensure inclusion. Di Smith 2/10/23 staff meeting on diverse picture books.						
To develop and embed the use of technology across the writing curriculum.	Identify how and where technology is being used.  Research and compile a list of technology opportunities to enhance writing provision.	LC All staff	N/A	Sept 23	July 24	Technology is woven into the teaching of writing throughout the school.  Teachers are seeking opportunities for how technology can enhance writing opportunities.	LC, ESH, IJ  See: Learning walks  Planning Scrutiny  Pupil voice
To meet with cluster school writing leads and discuss and exchange writing strategies across schools.	Meet at least twice in the year with cluster school. 21 <sup>st</sup> Nov (Tues) 7 <sup>th</sup> May (Tues)	LC ESH	N/A	Sept 23	July 24	2 well attended meetings held.  Feedback is positive and good practise shared.  Leadership knowledge is developed.	LC, ESH, IJ

**Support for Staff**

- 2 x subject leader meetings at Markeaton with six local partner schools (Ridgeway, Ashgate, Redwood, Wren Park, Gayton Juniors and Parkview)
- 3 x Meetings per year with Emma Smith Holmes (Teaching and Learning Lead)
- 2 x Curriculum Family Meetings (1 x meeting to assist with Action Plans)
- Release Time throughout the year to carry out lesson visits, book looks, pupil interviews and planning scrutiny
- PSG membership
- Meetings with representatives from Spelling with Emile