



**Key Issue: AI** Teachers need to not only follow the APL scheme for writing but then use it to accurately assess written work across the curriculum. Staff need to be more aspirational in their planning and supportive in their marking to ensure more chn can reach ARE and GD and Ks2 children need to take some ownership of this. *Spelling needs to be a focus for 2023/24 throughout school as this impact Y6 results.*

**Context / Position Statement:**

With new teachers and a movement of staff, leaders are aware that more training needs to be given to specific Year Group writing triangulations. Although much improved, staff still need some support in assessing writing across the curriculum making judgements an area of challenge for leaders. **Spelling is a weak area of written work, and this will become a primary focus as the year pans out.**



**IMPLEMENTATION OUTCOMES – (who, when, how)**

**FINAL OUTCOMES**

**PROBLEM - WHY?**

**1) New Teachers**

Staff who are new will be unable to confidently articulate or evidence why they made specific judgements.

**2) Students (carried over)**

90% DONE: Although feedback is left/verbalised, students fail to take on board comments to move learning forward and improve. Access to the 'real thing will help'.

**3) Spelling**

Spelling has never taken a priority by teaches. Spelling of high frequency and topic words are weak and not picked up on. Year group expectations are weak also.

PP: This group need tracking by CH to ensure they are not at a disadvantage to others.

**INTERVENTION EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT?**

**Active ingredient 1**

New staff: SLT to train in this as part of staff meeting- pair strong with new.

An understanding of what the APL planning and moderation looks like. New staff from scratch – existing a refresher will be beneficial.

**Active ingredient 2**

Children in KS2 have access to their APL grids and can use these accordingly.

**Active ingredient 3**

Wycliffe has a spelling package that promotes better teaching and learning of spelling and data evidences this all year groups. Teachers 'teach spellings'. Analysis of spelling results by CT.

PP: Specific data needed in pupil review meeting that show similar progress to Non PP.

**IMPLEMENTATION ACTIVITIES - HOW?**

**Active ingredient 1**

- a) Training: **Staff meeting AUT 2** CF to lead on how to use APL to moderate an ARE piece of work
- b) ECTs – CH extra support in ECT time. RB to support RB.

**Active ingredient 2**

CF/DB to meet on how use of APL for children will work. KS2 only

**Active ingredient 3**

Spelling package called Spelling Frame purchased.

Staff meeting to introduce to Staff Aut 2.

Send to parents with log in.

PP: CH to ensure interventions are in place – beyond Little Wandle to facilitate keep up.

**Short term**

**Initial Fidelity:** All staff will know what moderation looks like through CPD – trust and in house. ECT will have a good grasp of what APL looks like. **All staff will know their PP children.**

**Initial Reach:** DEC 2023: peer support will ensure all teachers grasp the data in writing for their class and can plan accordingly including spelling being a focus. **All KS2 chn will use APL independently to up level their own work**

**Initial Acceptability:** Teaching staff and children in KS2 appreciate the written journey each child has and knows their next steps for planning and assessment early in Aut 2. **Spelling frame commences use.**

**Medium term**

**Ongoing Fidelity:** Moderating comes easily for all teaching staff.

**Ongoing Reach: Aut 2 2023:** CF will have shared APL system for chn and they will commence self assessing in KS2.

**Spring 1:** Spelling lessons will be 'taught' and a parental workshop held to support moderation and spelling. Spelling frame will be used at home and at school. CF will have a plan in relation to how to show spelling improvements. **Staff can articulate the data for PP children and other groups/sen/GT.**

**Long term**

**Ongoing Fidelity:** Summer 2024 Staff and children will be able to articulate how English is assessed and taught to extend and embed learning for all learners.

**Acceptability:** Staff and children will articulate pride in reaching their spelling targets and teaching and learning in KS2 will show ownership by the individual child with support from teachers through AFL planning. .

PP: All staff need to know their PP cohort and be able to access their data with ease and share evidence of intervention to support improvements.

**Short term By Xmas 2023**

All staff can use APL to moderate accurately and support peers in doing the same thus ensuring moderation accuracy and trust wide similarities. Pupil performance reviews will see staff talk how they will ensure FFT50 is met – spelling and written work after 1<sup>st</sup> data drop. **Target set for sp and WRITING FFT 50 for all Year groups.**

**KS2 Children will be able to talk their own bespoke next steps using APL grids.**

NFER/SATS papers will give a baseline to measure spellings targets then to be set. **Each child will improve by 5 words each testing drop.)**

**Medium term Spring 1 2024**All books show fidelity to use of APL to enhance learning and school and monitoring will show: SLT moderation show: **pupil voice to articulate APL: systems inc spelling are embedded.**

Moderation by SLT will evidence: Staff are confident in their assessment and planning for written work and can clearly articulate this. Pupil reviews show progress in writing for all Year groups – set after 1<sup>st</sup> DATA drop but essentially for 9 points progress over year at least or match FFT50. Interventions evidenced by staff for those failing to flourish.

CF will be able to evidence data showing improvements in writing grades for all learners – this will measured through FFT 50. POSSIBLE: **At least 9 points progress will be expected by all learners over a year. Children can tell you their own WRITING targets (KS2). 2<sup>nd</sup> data drop will show spelling improvement of 5 words per child. If NOT successful – case study undertaken proving all was thrown their way.**

Spelling moderation of weekly and end of year tests will show improvements across all classes. Pupil reviews will see improvements in spelling results, measured weekly and at data drop and Y6 results going from AVE score of: 11.9/20 correct in 2023 to average of : **17/20** in 2024. Individual targets also set from mocks ( Base was 8.9 in 2022.)

**Long term Summer 2024** Improved writing results throughout school that show good progress year on year with end of year showing the gap between FT and in house data is diminishing. Y6 Spelling test results from Mocks will have improved as we compare to last years cohorts AS FFT50 WILL BE MET. Data as above:

**PP – gaps across all year groups ( PP v NPP) for RWM will be diminishing – data to come after testing.**

Spelling:

PP: The gap between PP and non PP will continue to diminish; case study to undertake.

