



Co-op Academy  
Portland

# English Action Plan September 2023





Co-op Academy  
Portland

**The English Plan will be based on:**

- ADP
- OFSTED report
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**Objectives of the Action Plan:**

1. To become a reading school
2. To improve whole school writing outcomes

**Show you  
care**

**Be yourself,  
always**



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### Immediate Actions following Ofsted Feb 2023:

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## Actions Following Observations from Trust:

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Do what  
matters most

Succeed  
together



Subject analysis from 2022-2023 (based on Ofsted report; Phil Riozzi visit; Curriculum Subjects Strengths/ADPs report and Director Visits)	
Specific strengths	Specific areas for development
<ul style="list-style-type: none"> <li>Teaching of knowledge from MTPs</li> <li>Long Term Plans now correspond with relevant MTPs</li> </ul> <p>Change this information for each subject, based on curriculum subjects strengths/ADPs document</p>	<ul style="list-style-type: none"> <li>Needs to be taught consistently weekly</li> <li>Misconceptions not addressed</li> <li>Scientific enquiry</li> <li>Opportunities to apply scientific vocabulary</li> </ul> <p>Change this information for each subject, based on curriculum subjects strengths/ADPs document</p>

Targets	Implementation How are we going to do it?					Impact What will be the impact and how will we know?
Objective	Action (s)	Staff	Autumn term	Spring term	Summer term	Success criteria
1. Subject leaders to support the effective implementation of their curriculum in EYFS	<ul style="list-style-type: none"> <li>All subject leaders to receive wider curriculum EYFS training in Autumn term</li> <li>All subject leads complete an EYFS learning walk/ pupil voice each term as part of regular monitoring cycle, using EYFS monitoring form</li> <li>Strengths and Areas for Development to be identified based on: enabling environments, (insert other relevant subheadings from EYFS monitoring document here)</li> <li>Feedback to be shared with EYFS lead, SLT and Directors (CM and SM)</li> <li>Documentation for each subject has EYFS knowledge clearly identified.</li> </ul>	SM/CM  Sub leads  Sub leads/ SLT/CM/SM  Sub leads  Sub leads	R/A/G  R/A/G  R/A/G  R/A/G  R/A/G	R/A/G  R/A/G  R/A/G  R/A/G  R/A/G	R/A/G  R/A/G  R/A/G  R/A/G  R/A/G	<ul style="list-style-type: none"> <li>Provision relating to Understanding the World will improve because subject leaders will be able to confidently discuss what their subject 'looks like' in EYFS and ensure provision supports this.</li> <li>Outcomes in Year 1 will improve because subject leaders will have a clear understanding of how the EYFS curriculum provides the building blocks for learning in KS1</li> <li>Identified areas for development will be addressed and improvements will be seen by the next monitoring cycle.</li> <li>Monitoring by other leaders will reflect improvements in areas specific to the Understanding the World strand of learning within EYFS.</li> </ul>

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Objective	Action (s)	Staff	Autumn term	Spring term	Summer term	Success criteria
1. Raise attainment in reading through effective implementation of programmes and schemes	<ul style="list-style-type: none"><li>● Raise attainment standards in Reading through implementation of 'Steps to Read' GR programme with all children recording all aspects of reading in their Reading Records</li><li>● Raise attainment standards in Reading through implementation of RWInc with adaptations for our cohort including a focus on 'Red words' (tricky words i.e. said) and 'Rainbow words' (NC ARE spellings) with the RWInc coach off-timetable everyday to promote outstanding practice plus 3x days every half term to assess standards</li><li>● Raise attainment standards in Reading through a RWInc layered approach to groupings to ensure all pupils have access to phonics at their level matched to their reading books, with additional phonics sessions embedded plus RWInc interventions to accelerate learning for our 'stuck' children (Academic Mentor appointed to promote this further through tutoring programme)</li><li>● Raise attainment standards in Reading through the implementation of upper KS2 RWInc intervention programme 'Fresh Start' and lower KS2 use of 'Cracking Comprehension'</li></ul>					

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1. Raise attainment in reading through whole school initiatives to raise the profile of the subject	<ul style="list-style-type: none"><li>● Raise attainment standards in Reading through the daily 'reading for pure pleasure' slot at the end of the day along with library slots in our new library (due for completion following building works)</li><li>● Raise attainment standards in Reading through a whole school culture with reading targets allocated; bookmarks given out; weekly 'Book Club' offered and informal class discussions about reading and book recommendations</li><li>● Raise attainment standards in Reading through a staff CPD programme, developing an understanding of effective reading and promoting a culture of low-stakes testing/check-ins/quizzes; effective Afl strategies taught to staff with consistent expectations of sound mats, vocabulary banks and 'teacher-as-decoder' GR strategies</li><li>● Raise attainment standards in Reading in EYFS through weekly book exchanges; book-focused themes/activities embedded fluently; story-times and involvement in RWInc programme</li></ul>					

Targets	Implementation How are we going to do it?					Impact What will be the impact and how will we know?
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1. Raise attainment in writing through quality first teaching	<ul style="list-style-type: none"> <li>Raise attainment standards in Writing through implementation of 'Literacy Counts' with all pupils from Reception-Y6 writing/ mark-making every day</li> <li>Raise attainment standards in Writing through a consistent strategic marking policy where clear indication given to the children about their meeting of the expected standards ('Perfect pink and Green for Growth') with small sections of children's written prose analysed by practitioners to model the standard</li> <li>Raise attainment standards in Writing through a rigorous programme of early identification using our specialist L7 Dyslexia teacher to identify, screen and deliver intervention for children struggling to write; all children on pen by Summer term Y2 by April 2023</li> <li>Raise attainment standards in Writing through allocation of writing targets with Target Lead checking on progress in this area to promote self-efficacy, self-correction and fast-tracked improvements</li> <li>Raise attainment standards in Writing in EYFS through daily opportunities to write linked with RWInc; last year's writing standards used to raise expectations of Reception children's ability to progress</li> <li>Raise attainment standards in Writing through regular and effective use Writing A3 tracker grids for Big Writes; used to inform planning cycles</li> </ul>					<p>Literacy counts is being used</p> <p>Big write trackers completed</p> <p>One big write/half term</p> <p>Ensure editing takes place in penultimate part of sequence</p> <p>Monitoring of marking policy being used F2-6</p>



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1. Raise attainment in writing through enrichment and development opportunities	<ul style="list-style-type: none"><li>● Raise attainment standards in Writing through a programme of vocabulary acquisition including specialist practitioners in the arts/music curriculum, trips off-site to embed new vocabulary and word banks used in most lessons</li><li>● Raise attainment standards in Writing through a staff CPD programme, developing an understanding of effective writing processes (including thinking and oral rehearsal; planning and editing as tools to improve) and promoting a culture of low-stakes testing/check-ins/'Big Writes' to improve confidence and stamina when writing; effective Afl strategies taught to staff with consistent expectations of handwriting, spelling and corrections, and modelled (shared/guided) writing as effective strategies for staff to call upon</li></ul>					Cover sheets to be used in wider curriculum subjects with high quality vocabulary and on display in classrooms

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1. Phonics	<ul style="list-style-type: none"><li>Adapt RWInc programme to our children with new lead off-timetable every day for coaching and continued support from RWInc coach Nikki Hill (focus on teaching red words/ untimed fluency/rainbow words and grouping according to expectations of ability rather than gaps in phonemes)</li><li>Early Reading Deep Dive document populated to ensure all children have matched phonics programme (with zero best-fit models) and have books exactly matched to them; clear overview available to leaders on sounds, rooms, practitioners and focus children available and on the backs of doors</li><li>Whole school culture of reading being developed - from tackling children with phonics gaps and who are stuck with all teacher addressing need - pinnies worn, readers allocated and books/library in place; Book Week planned for and authors visiting</li><li>Library completed with promotion of books and book recommendations and librarians etc developed</li></ul>					<ul style="list-style-type: none"><li>Complete Early Reading deep dive document</li><li>All children are assessed to ensure they have a matched phonics programme</li><li>Clear timetables created to ensure sounds,</li></ul>