



Hurst Park School – School Development Plan 2020-2021

Quality of Education / Outcomes for Pupils – English

Key Priorities:

- Ensure teachers use assessment for learning effectively to check pupils’ knowledge and understanding and to inform their teaching.
- Increase the percentage of pupils attaining and exceeding the expected standard in Writing in all year groups.

Objective	Action	Start date/lead	Milestones	Success Criteria	Monitoring and Evaluation (Progress and Impact)	Resources
<p>READING:</p> <p>Staff are well prepared for the teaching and assessment of reading, both word recognition and comprehension, through careful and precise planning.</p>	<p>Teachers to plan key questions to ensure all children can make progress during reading sessions.</p> <p>Staff to use a variety of precise questioning during reading sessions and English lessons to deepen children’s understanding.</p> <p>Staff to consistently use PM Benchmarking to support assessment judgements.</p>	<p>Oct 2020</p> <p>All class teachers</p> <p>All support staff</p> <p>All intervention teachers</p>	<p>PM Benchmarking initial assessments completed by October 2020</p>	<p>High quality, precise planning shows that key questions are planned for.</p> <p>Pupils demonstrate application of learning in their responses, both in written and oral format.</p> <p>Incisive questioning is used in reading sessions and lessons to determine pupils’ levels of knowledge and understanding, and teaching is adapted accordingly.</p>	<p>SLT to monitor planning as and when necessary.</p> <p>English leader and SLT to observe guided reading sessions and English lessons with a focus on reading skills.</p>	<p>Management Time</p> <p>Staff Training Time – for both CTs and LSAs</p> <p>CPD - Peer observations</p> <p>Team Teaching</p>
<p>WRITING:</p> <p>Staff check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p> <p>(In English lessons and writing based topic lessons)</p>	<p>Teachers give clear, direct feedback using high-quality live marking to provide good opportunities for pupils to make next step improvements.</p> <p>Pupils to be given opportunities to respond to feedback.</p> <p>Teachers to use assessment in lessons and adapt teaching to respond to the needs of all the children.</p>	<p>Oct 2020</p> <p>All class teachers</p> <p>All support staff</p> <p>All intervention teachers</p>		<p>Specific feedback is given to pupils, including the use of high-quality live marking, to improve learning.</p> <p>Lesson visits and book scrutiny demonstrate that pupils are able to improve their learning as a result of developmental marking and pupils’ responses to marking.</p> <p>Pupils of all abilities are set appropriate tasks which support and extend their learning.</p>	<p>SLT to monitor impact of feedback through lesson visits, learning walks, book look outcomes and pupil progress meetings.</p> <p>CPD to focus on the teaching and learning in English lessons at least once per year.</p>	<p>Management Time</p> <p>CPD - Peer observations</p> <p>Team Teaching</p>