



# **SCHOOL IMPROVEMENT PLAN 2023-2025**

**Weston Mill Community Primary Academy**



## **Trust Improvement Plan Priorities 2024-2025**

### **1. Pupil Premium Pupils**

To improve outcomes for disadvantaged pupils by ensuring that progress and attainment is in line with their peers, as well as those who are not disadvantaged.

### **2. Teaching & Learning**

All pupils are able to make good progress through effective Teaching and Learning.

### **3. Attainment Groups (focusing on Boys and SEND pupils)**

Pupil progress and attainment is robustly monitored and tracked to ensure any underperformance of pupils, or groups of pupils (focusing on boys and SEND pupils).

### **4. Attendance**

To ensure that schools meet the Trust Attendance objective of 96%.

### **5. Equality, Diversity & Inclusion**

To ensure all stakeholder are aware of the Trust's vision and values around Equality, Diversity and Inclusion.

## Weston Mill Community Primary School Targets 2024-2025

Target Focus	Yearly Target				
GLD (EYFS)	75%				
Phonics Check (Y1)	85%				
Multiplication Check (Y4) % (25/25)	42%				
Multiplication Check (Y4) Mean Average Score	19.8				
	Yearly Target	Summer Academy Review Data 2024	Review Point 1 Autumn 2024	Review Point 2 Spring 2025	Review Point 3 Summer 2025
<b>KSI Assessments (Y2)</b>					
Reading	65%	37%	46.3%	56%	65%
Writing	65%	53%	57%	1%	65%
Maths	65%	32%	43%	54%	65%
Combined	65%				65%
<b>KS2 Assessments (Y6)</b>					
Reading	74%	72%	72%	73%	74%
Writing	72%	40%	50.6%	61.3%	72%
Maths	73%	48%	56.3%	64.3%	73%
Combined	65%				65%
<b>Attendance Group</b>					
Whole School	96%	91.7%	93.1%	94.5%	96%
Boys	96%	90.5%	92.3%	94..1%	96%
SEND Pupils	96%	90.3%	92.2%	94.1%	96%
PP Pupils	96%	88.8%	91.2%	93.6%	96%

<b>Target Focus</b>	<b>Yearly Target</b>	<b>Summer Academy Review Data 2024</b>	<b>Review Point 1 Autumn 2024</b>	<b>Review Point 2 Spring 2025</b>	<b>Review Point 3 Summer 2025</b>
<b>Year 1</b>					
Reading	75%	58%	63.6%	69.3%	75%
Writing	75%	67%	69.6%	72.3%	75%
Maths	75%	75%	75%	75%	75%
Combined	75%	81%	75%	75%	75%
<b>Year 3</b>					
Reading	65%	45%	51.6%	58.2%	65%
Writing	65%	50%	55%	60%	65%
Maths	65%	52%	56.3%	60.6%	65%
Combined	65%				65%
<b>Year 4</b>					
Reading	70%	64%	68.4%	73.2%	70%
Writing	65%	21%	35.6%	50.3%	65%
Maths	70%	61%	64%	67%	70%
Combined	65%				65%
<b>Year 5</b>					
Reading	85%	78%	80.3%	82.6%	85%
Writing	70%	63%	65.3%	67.6%	70%
Maths	75%	70%	72%	74%	75%
Combined	65%				65%

## School Improvement Plan Priorities 2024-2025

<b>SIP Priority 1:</b>	<b>Attendance</b>				
<b>Link to TIP Priorities:</b>	To improve attendance of pupils within disadvantaged groups which will impact on attainment and progress made.				
<b>Priority 4</b>					
Focused Objective	Specific Actions for Implementation	Personnel/ Date	Intended Impact	RAG	Review Point Monitoring/Actual Impact (Review Point 1, Review Point 2, Review Point 3)
Identify barriers to attendance	Data analysis: <ul style="list-style-type: none"> <li>Analyse attendance data to identify patterns that coincide with poor attendance.</li> </ul>	SM – termly	<ul style="list-style-type: none"> <li>Comprehensive understanding of the trends and barriers to pupil’s attendance.</li> <li>Increased awareness among staff of the specific challenges faced by disadvantaged groups.</li> <li>Support through LA in supporting attendance within disadvantaged groups.</li> </ul>		
	Engagement with external agencies: <ul style="list-style-type: none"> <li>Meet with link AAO Mel Yeoman to discuss attendance</li> <li>Attend CLF Attendance network meeting.</li> <li>Attend Attendance and Early Help Network meetings with LA.</li> </ul>	BG/SM - 05.09.2024 SM every 6 weeks  SM - throughout the year			
Develop and implement targeted interventions	Incentives for good attendance: <ul style="list-style-type: none"> <li>Embed a robust system for recognising consistent attendance – certificates, local trips and other incentives (discussed with pupils)</li> </ul>	BG/SM - ongoing	<ul style="list-style-type: none"> <li>Improvement in attendance rates among targeted pupils.</li> <li>Pupils receive regular, targeted support through the team to encourage and support attendance.</li> <li>Incentives motivate pupils to consistently come to school.</li> </ul>		
	Support for families: <ul style="list-style-type: none"> <li>Breakfast club support, walking bus and calling families to ensure they are able to come into school.</li> <li>Support from staff who can provide support and encouragement (FSW, SEN TAs)</li> </ul>	<ul style="list-style-type: none"> <li>BG/SM/ZL/LH/MP - ongoing</li> <li>ZL/SS/LT - ongoing</li> </ul>			

	<p>Personalised learning plans:</p> <ul style="list-style-type: none"> <li>✗ Review provision of pupils with SEND who are currently on PTT to return to FTE.</li> <li>✗ Develop plans to support pupils' attendance, ensuring they receive targeted academic support.</li> <li>✗ Explore options for flexible learning (hybrid, adjusted school hours) for pupils with significant barriers.</li> </ul>	<p>LH – ongoing</p> <p>LH/SM - ongoing</p> <p>LH/SM - ongoing</p>				
Foster a positive school environment	<p>Pupil voice:</p> <ul style="list-style-type: none"> <li>✗ Pupils to have opportunities to express their concerns and ideas about improving the school environment.</li> </ul>	SM/ZL - ongoing	<ul style="list-style-type: none"> <li>✗ Increased pupil participation in school activities and decision-making.</li> <li>✗ Positive feedback from families on their involvement.</li> <li>✗ Increased parent attendance at school events.</li> <li>✗ Observable improvements in school climate and pupil attitudes.</li> </ul>			
	<p>Parental engagement:</p> <ul style="list-style-type: none"> <li>✗ Increase communication with families, especially those from disadvantaged backgrounds, through regular meetings, home visits and involvement in school activities.</li> </ul>	All staff - ongoing				
Monitor, evaluate and adjust strategies	<p>Regular attendance reviews:</p> <ul style="list-style-type: none"> <li>✗ Regular reviews of attendance data, with a focus on disadvantaged groups, to track progress and identify any emerging issues.</li> <li>✗ Implement changes to the new attendance guidance.</li> </ul>	<p>SM/BG/MP/ZL - termly</p> <p>BG/MP/SM - ongoing</p>	<ul style="list-style-type: none"> <li>✗ Consistent improvement in attendance rates over time.</li> <li>✗ Documented adjustments to strategies based on data and feedback.</li> <li>✗ Attainment and progress data showing positive correlation and improved attendance.</li> </ul>			
	<p>Feedback mechanisms:</p> <ul style="list-style-type: none"> <li>✗ Gather feedback from pupils, parents and staff on the effectiveness of attendance initiatives.</li> </ul>	SM – termly				
	<p>Adjust interventions:</p> <ul style="list-style-type: none"> <li>✗ Following data analysis, make necessary intervention adjustments.</li> </ul>	SM - termly				
Build strong community partnerships	<p>Partnerships with local organisations:</p> <ul style="list-style-type: none"> <li>✗ Establish partnerships with local businesses, charities and community</li> </ul>	BG/SM/ZL - ongoing	<ul style="list-style-type: none"> <li>✗ Strengthened relationships with community partners.</li> <li>✗ Positive impact on attendance from community initiatives.</li> </ul>			

	groups to provide resources and support for disadvantaged families.		* Increased resources available to support disadvantaged pupils.				
	Shared services: * Work with other schools and community services to share best practices and resources for improving attendance among disadvantaged pupils.	SM/BG/ZL - ongoing					

<b>SIP Priority 2:</b>	<b>Oracy</b> To develop a progressive approach to whole school oracy and vocabulary teaching to enhance language acquisition and improve attainment and progress in writing.					
<b>Link to TIP Priorities:</b>	<b>Priority 2</b>					
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>RAG</b>	<b>Review Point Monitoring/Actual Impact</b> ( <a href="#">Review Point 1</a> , <a href="#">Review Point 2</a> , <a href="#">Review Point 3</a> )	
Establish a whole-school vision for oracy and vocabulary development	Staff training: * Following Voice 21 Oracy training (2023-2024), provide further CPD for all staff on the importance of oracy and vocabulary in learning, and how to effectively integrate these skills into everyday teaching.	LW - termly	* A widely communicated and understood vision for oracy and vocabulary development. * All staff are trained and confident in delivering oracy and vocabulary instruction. * The curriculum is adjusted to reflect the school's vision and ensure consistency in oracy and vocabulary teaching. * All staff understand the principles underpinning oracy within the classroom and how this is			
	Curriculum audit: * Conduct an audit of the current curriculum to identify strengths and gaps in oracy and vocabulary instruction across different subjects and year groups.	LW – autumn term				

			implemented in daily practice.				
Integrate oracy and vocabulary development into daily classroom practice	<p>Daily oracy activities:</p> <ul style="list-style-type: none"> <li>✗ Incorporate structured oracy activities such as debates, presentations and group discussions into daily lessons across all subjects.</li> <li>✗ 1x weekly discrete oracy lesson in every year group to teach explicit oracy instructions.</li> <li>✗ Expectations for oracy and talk clearly defined to promote language development and acquisition within the classroom through whole-class displays.</li> </ul>	<p>All staff – ongoing</p> <p>All staff – ongoing</p> <p>All staff - ongoing</p>	<ul style="list-style-type: none"> <li>✗ Regular use of structured oracy activities in classrooms.</li> <li>✗ Visible evidence of vocabulary teaching tools.</li> <li>✗ Pupils demonstrate increased confidence in using new vocabulary and oracy skills.</li> <li>✗ All pupils have a clear understanding of talk rules and a safe environment for talk is created for all learners.</li> <li>✗ Pupils have high quality texts modelled consistently to improve language acquisition.</li> </ul>				
	<p>Vocabulary Instruction:</p> <ul style="list-style-type: none"> <li>✗ Implement explicit vocabulary teaching strategies such as word walls, and tiered vocabulary instruction, to ensure pupils are consistently exposed to, and practicing new words.</li> </ul>	LW/Trust/All staff - ongoing					
	<p>Modelling and scaffolding:</p> <ul style="list-style-type: none"> <li>✗ Support teachers to model effective use of vocabulary and oracy skills, providing scaffolding for pupils to practice and apply these skills in their own work.</li> <li>✗ Teachers and Teaching assistants regularly read aloud to pupils.</li> </ul>	<p>LW/Trust/All staff – ongoing</p> <p>All staff - ongoing</p>					
Develop a progressive oracy and vocabulary curriculum	<p>Oracy progression framework:</p> <ul style="list-style-type: none"> <li>✗ Develop an oracy progression framework that outlines expected skills and competencies at each stage from EYFS to Y6.</li> </ul>	LW/Trust - Autumn	<ul style="list-style-type: none"> <li>✗ A clearly defined oracy progression framework in place.</li> <li>✗ Tiered vocabulary lists are integrated into teaching.</li> <li>✗ Evidence of cross-curricular oracy and activities in lessons.</li> </ul>				
	<p>Vocabulary Lists:</p> <ul style="list-style-type: none"> <li>✗ Create tiered vocabular lists tailored to each year group, ensuring that vocabulary</li> </ul>	LW/Trust - Spring Term					



	<p>instruction is both age-appropriate and challenging.</p> <p>Cross-curricular links:</p> <ul style="list-style-type: none"> <li>✗ Identify opportunities for cross-curricular oracy and vocabulary development, ensuring that these skills are reinforced across different subjects.</li> <li>✗ Develop opportunities for pupils to learn and perform poetry and plays in KS2.</li> <li>✗ Introduce Helicopter stories in EYFS/Year 1 to support with development of communication and language.</li> <li>✗ Embed the Poetry basket in EYFS and KS1 for pupils to have regular opportunities to learn and perform poetry.</li> <li>✗ Develop the use of colourful semantics to support communication and language for pupils across within EYFS/KS1.</li> </ul>	<p>LW/Trust - Spring/Summer Term</p> <p>KS2 team – ongoing</p> <p>EYFS team – ongoing</p> <p>EYFS team – ongoing</p> <p>LH - ongoing</p>	<ul style="list-style-type: none"> <li>✗ Pupils are consistently exposed to high quality texts with rich language, which improves speaking and listening and language acquisition.</li> <li>✗ Regular opportunities provided for pupils in EYFS to develop communication and language through storytelling.</li> <li>✗ Improved communication and language skills of all pupils.</li> </ul>				
Enhance writing instruction through oracy and vocabulary integration	<p>Pre-writing discussions:</p> <ul style="list-style-type: none"> <li>✗ Integrate oracy activities, such as brainstorming sessions and structured talk, before writing to help pupils organise their thoughts and vocabulary.</li> </ul>	All staff - ongoing	<ul style="list-style-type: none"> <li>✗ Improved quality of pupils writing, with a noticeable use of advanced vocabulary and structured ideas.</li> <li>✗ Positive correlation between oracy activities and progress in writing assessments.</li> <li>✗ Increased engagement and improved outcomes in writing tasks.</li> </ul>				
	<p>Vocabulary in writing:</p> <ul style="list-style-type: none"> <li>✗ Support pupils to use newly learned vocabulary in writing, with a focus on precision, variety and complexity.</li> </ul>	All staff - ongoing					
	<p>Peer Feedback:</p> <ul style="list-style-type: none"> <li>✗ Implement peer review sessions where pupils provide feedback on each other's use of vocabulary and language in writing, promoting reflective learning.</li> </ul>	All staff - ongoing					
Monitor and evaluate the impact on	<p>Regular assessments:</p> <ul style="list-style-type: none"> <li>✗ Regular formative and summative assessments to measure progress in oracy, vocabular acquisition, and writing skills.</li> </ul>	All staff – ongoing	<ul style="list-style-type: none"> <li>✗ Improvement in oracy, vocabulary and writing assessment</li> </ul>				

pupil outcomes	<ul style="list-style-type: none"> <li>✗ Internal moderation every 3 weeks to carefully track and evaluate outcomes.</li> <li>✗ Feedback loops – establish feedback loops where teachers and pupils provide input on the effectiveness of the oracy and vocabulary implementation.</li> <li>✗ Oracy lead to drop-in and monitor the effectiveness of oracy to ensure that oracy and language acquisition remain a priority in the delivery of high-quality writing.</li> </ul>	<p>All staff - ongoing</p> <p>All staff - ongoing</p> <p>LW – half termly</p>	<ul style="list-style-type: none"> <li>✗ Writing books show clear evidence of progress in language acquisition and writing quality.</li> <li>✗ Positive feedback from pupils and teachers on the impact.</li> <li>✗ Robust systems of monitoring ensure that high quality opportunities for Oracy raise attainment and outcomes in writing across the school.</li> </ul>				
	<p>Data Analysis:</p> <ul style="list-style-type: none"> <li>✗ Regular analysis of oracy, vocabulary and writing assessment data to track progress and identify areas for improvement.</li> </ul>	LW - termly					
Engage parents and the wider community	<p>Parent workshops:</p> <ul style="list-style-type: none"> <li>✗ Organise workshops for parents to help them support oracy and vocabulary development at home, including strategies for reading and discussion.</li> </ul>	LW - termly	<ul style="list-style-type: none"> <li>✗ High participation in parent workshops and positive feedback.</li> <li>✗ Raised profile of oracy with parents and the wider community.</li> <li>✗ Increased community involvement in oracy and vocabulary initiatives.</li> </ul>				
	<p>Community involvement:</p> <ul style="list-style-type: none"> <li>✗ Build partnerships with our local library to create opportunities for pupils to practice oracy and vocabulary skills in real-world contexts.</li> </ul>	TH - termly					

<b>SIP Priority 3:</b>	<b>Assessment</b> To raise achievement across the curriculum of all learners, particularly those from disadvantaged groups, through accurate assessment of need.					
<b>Link to TIP Priorities:</b>	<b>Priority 1, 2 and 3</b>					
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>RAG</b>		<b>Review Point Monitoring/Actual Impact</b> ( <a href="#">Review Point 1</a> , <a href="#">Review Point 2</a> , <a href="#">Review Point 3</a> )
Improve accuracy and consistency of assessments	<b>Assessment CPD:</b> <ul style="list-style-type: none"> <li>✘ Provide CPD for teachers on formative and summative assessment techniques, focusing on identifying gaps, especially in disadvantaged pupils.</li> <li>✘ Teachers to become confident in using Insight on a day-to-day basis as well at assessment points, accurately and to analyse and interpret accurately to inform planning.</li> </ul>	BG/Trust - Autumn Term and review throughout the year  All staff - ongoing	<ul style="list-style-type: none"> <li>✘ All staff are trained in effective assessment and data analysis practices.</li> <li>✘ Consistent use of assessment tools across all subjects.</li> <li>✘ Improved accuracy in identifying learning gaps, particularly among disadvantaged pupils.</li> <li>✘ Consistent analysis of test data and provision to ensure that pupils are supported to make at least good progress from their starting point.</li> <li>✘ Systems are used effectively to track the progress of all learners and identify gaps in current or prior knowledge, which are planned for.</li> </ul>			
	<b>Assessments:</b> <ul style="list-style-type: none"> <li>✘ Insight is used effectively to track the attainment of all pupils based on accurate use of assessment opportunities.</li> </ul>	All staff - ongoing				
Implement targeted interventions based on assessment data	<b>Intervention Plans:</b> <ul style="list-style-type: none"> <li>✘ Implement intervention programs (tutoring, small group, 1:1) tailored to address specific gaps in knowledge and skills, with a focus on those from disadvantaged backgrounds.</li> </ul>	All staff - ongoing	<ul style="list-style-type: none"> <li>✘ Increased participation of disadvantaged pupils in interventions.</li> <li>✘ Documented improvement in pupil achievement as a result of targeted interventions.</li> </ul>			

	<p>Monitoring and adjusting interventions:</p> <ul style="list-style-type: none"> <li>✗ Establish a system for regularly reviewing and adjusting interventions based on ongoing assessment data to ensure they are effective.</li> </ul>	LH/BG/SM - ongoing	<ul style="list-style-type: none"> <li>✗ Regular adjustments to interventions based on updated assessment data.</li> <li>✗ Target support closes the attainment gap between pupils from disadvantaged backgrounds and their peers.</li> </ul>			
Foster a supportive learning environment	<p>Pastoral support:</p> <ul style="list-style-type: none"> <li>✗ Additional support to support SEMH needs</li> <li>✗ Review playtime routines and resources with a focus on developing SEMH provision and supporting behaviour through the development of the outdoor provision.</li> <li>✗ Develop outdoor education provision through orienteering with links across all areas of the curriculum.</li> </ul>	<p>LH – ongoing</p> <p>LH/BG/SM - ongoing</p> <p>BG/SM - ongoing</p>	<ul style="list-style-type: none"> <li>✗ Positive feedback from pupils and parents on the support provided.</li> <li>✗ Observable improvements in pupils' well-being and engagement (including termly BAE audits)</li> <li>✗ Evidence of adaptations leading to improved outcomes for disadvantaged pupils.</li> </ul>			
	<p>Parental Engagement:</p> <ul style="list-style-type: none"> <li>✗ Increase parental involvement by offering workshops and resources that help parents support their child's learning at home.</li> </ul>	LW - termly	<ul style="list-style-type: none"> <li>✗ Increased use of shared resources and strategies in classrooms.</li> <li>✗ Reduction in behaviour incidents due to SEMH following playtimes leading to more learning time.</li> </ul>			
	<p>Classroom adaptations:</p> <ul style="list-style-type: none"> <li>✗ Ensure that classroom instruction is adapted to meet the diverse needs of all pupils, with a focus on scaffolding learning for disadvantaged pupils.</li> <li>✗ Share best practice where teachers can observe teachers who have a strength in supporting disadvantaged pupils.</li> <li>✗ Sharing resources across the trust, including strategies for supporting disadvantaged pupils and addressing learning gaps.</li> </ul>	<p>All staff - ongoing</p> <p>Across the Trust – ongoing</p> <p>Across the Trust – ongoing</p>	<ul style="list-style-type: none"> <li>✗ Knowledge from across the curriculum to be embedded through practical outdoor learning opportunities.</li> </ul>			

Monitor and evaluate the impact of strategies on pupil achievement	<p>Progress monitoring:</p> <ul style="list-style-type: none"> <li>Regular, purposeful PPMs for reflecting on data and outcomes, evaluate the impact of provision and identify next steps.</li> <li>Identify key barriers to raising achievement within our school context.</li> </ul>	<p>BG/SM/LH – termly</p> <p>All staff – ongoing</p>	<ul style="list-style-type: none"> <li>Staff are clear on the barriers of the pupils within their class and how these impact on their readiness to learn.</li> <li>Staff develop clear strategies of intervention to remove barriers and accelerate the progress of all pupils.</li> </ul>			
	<p>Reporting and accountability</p> <ul style="list-style-type: none"> <li>Reflect and evaluate on current practice through pupil voice and observations.</li> <li>Develop strategies, both within and outside of the classroom, to raise aspirations and achievement for all pupils.</li> <li>Evaluate the impact of interventions in raising achievement, attainment and progress of all learners.</li> </ul>	<p>BG/SM/LH – ongoing</p> <p>All staff – ongoing</p> <p>BG/SM/LH - termly</p>	<ul style="list-style-type: none"> <li>High quality teaching is consistently delivered, which meets the needs of all pupils within the classroom.</li> <li>Impact of interventions is regularly evaluated, and changes made proactively to ensure accelerated progress is made.</li> <li>Clear measures of impact for interventions planned to provide SEMH or academic support for pupils from key groups.</li> </ul>			
	<p>Provision:</p> <ul style="list-style-type: none"> <li>Provision maps to clearly identify entry and exit points for all learners based on prior assessment data.</li> <li>Targets set, are regularly reviewed to ensure that high expectations for outcomes of all pupils, based on their starting points.</li> <li>Develop practical strategies for supporting more able pupils, particularly those from disadvantaged groups.</li> </ul>	<p>LH/All staff - ongoing</p> <p>All staff – ongoing</p> <p>All staff - ongoing</p>	<ul style="list-style-type: none"> <li>Consistently high expectations for all learners, leading to raise attainment and accelerate progress in core areas of the curriculum.</li> <li>Provision is effective in scaffolding provision for all pupils, particularly those who are more able.</li> </ul>			

<b>SIP Priority 4:</b>	<b>Writing</b> To develop high quality writing teaching to ensure pupils make rapid progress from their starting point.					
<b>Link to TIP Priorities:</b>	<b>Priority 2</b>					
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>RAG</b>		<b>Review Point Monitoring/Actual Impact</b> (Review Point 1, Review Point 2, Review Point 3)
Ensure effective rollout and staff training	<b>Training:</b> <ul style="list-style-type: none"> <li>✘ Complete the Ready, Steady, Write launch training as a whole staff.</li> <li>✘ Share the progression and implementation documents with all staff to reinforce expectations for each year group.</li> </ul>	RSW Team – Autumn Term  LW – Autumn Term	<ul style="list-style-type: none"> <li>✘ All staff have completed training and are confident in delivering the program.</li> <li>✘ Teachers have access to all required resources and understand how to use them.</li> </ul>			
	<b>Audit:</b> <ul style="list-style-type: none"> <li>✘ Gather information from 'Teaching Writing Audit' to identify further CPD needs in terms of the teaching of writing.</li> </ul>	LW – Autumn Term				
	<b>Preparation</b> <ul style="list-style-type: none"> <li>✘ Ensure pupils have access to a range of supporting materials e.g. phonics mats, phoneme frames, word lists etc.</li> <li>✘ Complete 'Reflecting on Unit Outcomes' from writing units and prioritise next steps.</li> <li>✘ Ensure all teachers have access to the necessary resources – platform, books, lesson plans and writing materials to effectively implement.</li> </ul>	All staff – Autumn Term  All staff – end of each unit  All staff – Autumn Term				
Implementation of Ready, Steady, Writ	<b>CPD:</b> <ul style="list-style-type: none"> <li>✘ Plan ongoing CPD around effective pedagogies for teaching and writing.</li> </ul>	BG/LW/Trust - Autumn Term	<ul style="list-style-type: none"> <li>✘ Increased use of modelling strategies in writing instruction.</li> </ul>			

	<ul style="list-style-type: none"> <li>✗ Plan for writing lead to have time and support to monitor implementation and assist teachers.</li> </ul>	BG – Autumn Term	<ul style="list-style-type: none"> <li>✗ Writing tasks from the program are integrated across various subjects.</li> </ul>				
	<p>Teaching:</p> <ul style="list-style-type: none"> <li>✗ 5 lessons a week of explicit Ready, Steady, Write lessons.</li> <li>✗ Ongoing assessment, recording and annotating planning.</li> <li>✗ Regular communication between teachers and INCO.</li> <li>✗ Teachers to work collaboratively to ensure a consistent approach to the teaching of writing.</li> <li>✗ Working walls and classroom resources support the writing process and provide a scaffold for all pupils to achieve.</li> </ul>	<p>All staff - ongoing</p> <p>All staff - ongoing</p> <p>LH/All staff - ongoing</p> <p>All staff/Across the Trust – ongoing</p> <p>All staff - ongoing</p>	<ul style="list-style-type: none"> <li>✗ Consistency is developed and teaching is aligned to ensure good progress across each year group.</li> <li>✗ Teachers are confident in implementing the program and supporting the teaching of writing.</li> </ul>				
	<p>Modelling writing practices:</p> <ul style="list-style-type: none"> <li>✗ Teachers to model the writing process during lessons, using strategies from the program to demonstrate planning, drafting and editing.</li> </ul>	All staff - ongoing					
	<p>Cross-Curricular writing:</p> <ul style="list-style-type: none"> <li>✗ Identify opportunities to integrate writing tasks from the program into other subject to reinforce skills.</li> </ul>	All staff - ongoing					
Monitoring and evaluation	<p>Monitoring:</p> <ul style="list-style-type: none"> <li>✗ Establish monitoring and evaluation cycle; learning walks, books looks, pupil conferencing and discussions with staff.</li> <li>✗ 3-weekly CPD to monitor outcomes of all year groups and groups key groups of pupils through internal moderation.</li> </ul>	<p>BG/SM - Autumn Term</p> <p>All staff - ongoing</p>	<ul style="list-style-type: none"> <li>✗ Secure continual improvement through rigorous and accurate self-evaluation (environmental audits, book looks, lesson drop ins)</li> <li>✗ Improved outcomes in writing across all year groups.</li> </ul>				

	<ul style="list-style-type: none"> <li>✗ Swiftly identify pupils who may need further scaffolding and support and assist teachers in adapting plans and resources.</li> <li>✗ Plan in regular writing moderations across the Trust to track progress and identify areas for development.</li> </ul>	<p>All staff - ongoing</p> <p>BG/Trust - Autumn Term</p>	<ul style="list-style-type: none"> <li>✗ All pupils make progress due to effective teaching and adaptations.</li> <li>✗ Regular assessment and moderation supports accurate assessment and measurable progress in writing skills.</li> </ul>			
	<p>Evaluation:</p> <ul style="list-style-type: none"> <li>✗ Range of writing evidence in English books and across the curriculum.</li> <li>✗ Collate end of year data and review implementation to ensure further embedding of the Ready, Steady, Write approach.</li> <li>✗ Assessment data to inform decisions such as adapting the teaching, for pupils who need additional help or challenge.</li> </ul>	<p>All staff - ongoing</p> <p>LW – Summer Term</p> <p>All staff - ongoing</p>	<ul style="list-style-type: none"> <li>✗ The teaching of writing is adjusted based on data to better meet the needs of all pupils.</li> </ul>			
Evaluating Ready, Steady, Writes impact on writing outcomes	<p>Comparison of writing outcomes:</p> <ul style="list-style-type: none"> <li>✗ Compare writing outcomes before and after the program's implementation, focusing on improvements in areas like writing fluency, creativity and technical accuracy.</li> </ul>	<p>All staff - ongoing</p>	<ul style="list-style-type: none"> <li>✗ Significant improvements in writing outcomes.</li> <li>✗ Positive feedback from pupils and teachers regarding the program's effectiveness.</li> <li>✗ Clear action plan based on a program review to sustain and enhance writing outcomes.</li> </ul>			
	<p>Pupil and teacher feedback:</p> <ul style="list-style-type: none"> <li>✗ Gather feedback from both pupils and teachers on the program, identifying strengths and areas for improvement.</li> <li>✗ Support ongoing CPD to refine their use of Ready, Steady, Write and stay updated on best practices in writing instruction.</li> <li>✗ Create opportunities for teachers to share successful strategies and</li> </ul>	<p>LW – Termly</p> <p>LW – ongoing</p> <p>Across Trust - ongoing</p>	<ul style="list-style-type: none"> <li>✗ Sustained improvements in writing outcomes over time.</li> <li>✗ Teachers continue to engage in CPD related to writing.</li> </ul>			



	lessons, fostering a culture of continuous improvement.						
	Review of Ready, Steady, Write <ul style="list-style-type: none"> <li>✘ Review the program's impact on writing outcomes.</li> <li>✘ Consider recommendations for adjustments and plan in further training if necessary.</li> </ul>	BG/LW/Trust - ongoing BG/LW/Trust - ongoing					