

Literacy Improvement Plan

Strategy: Literacy strategy
Linked to which priority? To further accelerate the progress of underperforming students, such as HAPs, Pupil Premium students and boys, so that they catch up with other students in the school and nationally
Accountable person: VWR
Rationale for strategy: To have a clear whole-school strategy for the continued development of literacy across the school and the effective implementation of catch up intervention (reading) in year 7-8.
Success Criteria: Our literacy framework and catch up strategy follows the 3 pronged approach advocated by United Learning: <i>Catch up for students working significantly below expected standard:</i> <i>Literacy in every classroom and every subject</i> <i>Cultivating a whole-school love of reading, words and grammar</i>
Measureable Outcomes 80% of the year group achieving a NRSS score of 95+ by the end of year 7. A further 15% of students to have closed the gap by the end of year 8 (from 70-85% at a NRSS score of 95+). Literacy mats are visible and available to support in 100% of lessons (LWs and student voice). RTS is effectively undertaken in 100% of P5 lessons (Drop ins and student voice)

Strategy 1.1: : To provide catch up for students working significantly below expected standard (reading)					
TACTICS	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
To run a Year 7 reluctant readers scheme (MHG CBR)	CBR	Project planning Delivery of quality sessions Reading age data at retest points	Plan a reluctant reading project to engage students in year 7 who are below NRSS 95 (September 30 th)	Launch the scheme and run the scheme sessions including rewards opportunities (September – June)	Retest and monitor progress of students (Dec, March, June)
To run carefully targeted intervention sessions with year 7 students who are ‘on watch’	CBR	TA planning Lexia records of progress for students Meeting minutes	Identify the students in the on watch list and contact parents and students to inform them of the intervention (September 30 th)	Run weekly, targeted intervention including the use of Lexia and Accelerated Reader to continue to monitor progress (From September – ongoing)	Continuously monitor the data and reading scores to provide the most effective intervention and to measure progress, updating the central record on sims (Ongoing)
To engage in Action Research which effectively informs our planning and delivery of year 7 reading intervention	VWR	Action Research Project and impact on school programmes/data	Engage in the opportunity to undertake a supervised Action Research project with a clear focus on year 7 reading intervention (2016-17)	Participate in the supervised Action Research project, regularly sharing progress with key professional at TRS (September-June)	Publish the outcomes in an Action Research paper which addresses the research question (July 2018)
To participate in the Book Buzz scheme, providing all of year 7 with a book to read	VWR CRN SGT	Year 7 reading progress data English planning	Discuss and agree the most appropriate format for running the Book Buzz scheme and put it in place for year 7 September 2017	Plan and run the Book Buzz scheme in conjunction with English department planning and the library. Discuss and continue planning in key professionals meetings (CRN and SGT ongoing)	Review the impact and effectiveness of the Book Buzz scheme (student voice, staff voice, and reading data) to inform future planning for the scheme in 2018-19. (May 2017)

To run a year 8 reading intervention programme to support students who are not yet meeting the National benchmark	VWR	TA planning Lexia and Accelerated Reader records of progress Meeting minutes Reading test data	To identify a group of students who did not yet meet the National Benchmark at the end of year 7, but were 'on watch' (September 2017)	Run weekly, targeted intervention including the use of Lexia and Accelerated Reader to continue to monitor progress (From September – ongoing)	Continuously monitor the data and reading scores to provide the most effective intervention and to measure progress, updating the central record on sims (Ongoing)
To ensure that there is a regular meeting of key professionals to discuss effectiveness of interventions and renew plans and actions as required to meet the needs of the year 7 and 8 cohorts	VWR	Meeting minutes and actions agreed following the review of data	Identify the group of staff who need to share information about reading and input into a meeting to discuss the progress of year 7 and 8	Plan and run meetings so that key information can be shared and actions agreed (Nov, Jan, March/April, June)	Share and follow up on agreed actions following the reading to ensure that students are supported in receiving the correct intervention and that this is robustly supported (Nov, Jan, March/April, June)
To ensure that the progress of readers is celebrated in assemblies and through contact home (VWR/KTT/CBR)	CBR VWR KTT	Assemblies – presentation of certificates and badges for accelerated reader Letters home following the successful completion of intervention and a retest which shows 95+ achieved	CBR to ensure that certificates and badges are awarded to students in year 7 on a regular basis (Ongoing)	CBR to attend assemblies or to ask VWR/KTT to celebrate and reward as appropriate throughout the year (at least half termly for year 7)	CBR to ensure that parents are promptly informed when students meet the National benchmark (95+) and are coming off the intervention list (half termly)

Strategy 1.2: To ensure that there is a culture of literacy in every classroom and every subject

TACTICS	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
To actively revive and promote RTS in lesson 5	VWR CLT	Resources for teachers Whole school expectations RTS drop ins Staff bulletin	To ensure that all staff are aware of the expectations of RTS and revive the 'I would recommend' reading displays September 30 th	Provide further guidance about expectations and suggested activities for staff during RTS (October 31 st)	To collate and share good practice seen in RTS (Ongoing)
To QA RTS participation and activities	VWR CLT	RTS drop ins Student voice QA of RTS (drop ins)	Plan and prepare 'criteria' for RTS drop ins, (including staff voice to inform effectiveness) October 13 th	Launch drop ins on SISRA observe (For RTS) October 31 st	Collate data from RTS drop ins to inform whole school planning about impact and next steps for RTS (June 2018)
To ensure all staff can access information and training in the use of literacy mats for all written work and direct expectation that they are used frequently in lessons	VWR CLT	Teaching and Learning Handbook Staff bulletin Leadership bulletin QA of learning walks	Publish support for using literacy mats in all lessons in the TL handbook September 2017	Include literacy mats in our Regis expectations and on the learning walks (September 2017)	Collate data from LWs to inform whole school planning about impact and next steps for the effective use of literacy mats (June 2018)
To collect student voice to collate and evaluate evidence of progress made to thoroughly examine the impact of literacy mats and RTS,	VWR CLT	Student voice QA of student work Progress Data – achievement of ARE in reading and English in KS3 and progress in KS4/5	Plan and undertake student voice interviews twice during the year to discuss the impact of RTS (Dec/Jan and June)	Plan and undertake student voice interviews twice during the year to discuss the impact of the literacy mats (Dec/Jan and June)	Collate data from LWs to inform whole school planning about impact and next steps for the effective use of literacy mats (June 2018)

Strategy 1.3 To cultivate a whole-school love of reading, words and grammar					
TACTICS	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
See also strategy 1.2.					
To launch the Reading Cloud for all staff and students	CRN	Numbers of students and staff who actively use the reading cloud (data)	Plan to launch the RC to all staff and work closely with the English dept. so that it can be developed in relation to their curriculum (October 2017)	Plan for the introduction and demonstration of the RC to all year groups, including careful planning with the English dept. to ensure there are opportunities for the students to engage in using it regularly (October onwards)	Monitor the frequency of use of the RC by students and staff and plan for next steps to expand this further in 2018-19. June 2018
To launch a staff CPD reading challenge	VWR CRN	Book reviews published on the reading cloud	Launch the staff challenge in the TL handbook and briefing September and October	Provide 2 specific opportunities for training on the reading cloud and offer continuous 1-1 support to staff through the bulletin (September, February and Ongoing)	Monitor the frequency of use of the staff CPD library and the number of reviews posted on the RC. Plan for next steps to expand this further in 2018-19. June 2018
To encourage a wider group of students to participate in reading and literacy based book clubs/awards	CRN CBR	Numbers of students (and staff) participating in literacy competitions	Review the competition opportunities for the year and the participation in 2016-17 (October 31 st)	Plan for the participation in local book awards/competitions, planning for an increase in the number of students who participate in 2017-18. (ongoing)	Collect student voice to review impact and inform future planning for the continued development of participation at competitions. (June 2018)
To ensure that World Book day is celebrated as a whole school event	CRN ARR CBR	Planning and activities on the day Communication with staff and students Staff and student voice to review impact	To evaluate the success of last year's WBD activities and use this to plan how it can be developed into a bigger event in 2018 (November 2017)	To plan WBD 2018 drawing on a range of stakeholder's opinions and involving the whole school community. Ensure there is clear opportunity for promotion and public celebration. (January 2018)	To review the success of WBD 2018, seeking feedback from a range of stakeholders and ensuring this can be used to plan for 2019.
To hold a whole school spelling bee	VWR HOH CRN SGT	Planning Participation rates Feedback from participants	Plan with the HOH team for a spelling bee interhouse challenge in 2018 (December 2017)	Launch interhouse spelling bee challenge, including a 'live' final (April/May 2018)	Review literacy outcomes and collect student voice to evaluate effectiveness and potential for this to become a regular Regis event (July 2018)