



## Tower Hill Primary School Improvement & Development Plan 2022 - 23

Key Area for Development (KAD 1)	To create a school environment where every child is able to read proficiently and write coherently allowing them to transfer these skills to unlock a world of potential across reading, writing and the wider curriculum.
<p><b>Context &amp; Rationale</b></p> <p>Every child deserves the chance to become a reader. Reading is their passport to the world. The most important skill any child can leave primary school with is the ability to read independently and effectively for meaning. <b>Reading is the key to unlocking the rest of the academic curriculum</b> – pupils who struggle to read can have a knowledge rich curriculum pass them by without being able to access it. Fluency of reading is also a key indicator for future success in further education and employment. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background. In 2000, results from the OECD's programme for international Student Assessment (PISA) showed that:</p> <p><i>"while the degree of engagement in reading varies considerably from country to country, 15 year olds whose parents have the lowest occupational status but who are highly engaged in reading obtain higher than average reading scores in PISA than students who parents have high or medium occupational status but who report to be poorly engaged in reading. This suggests that finding ways to engage students in reading may be one of the most effective ways to leverage social change."</i></p> <p>'The reading Framework – Teaching the foundations of literacy, January 2022 – Foreword by Rt Hon Nick Gibb MP, Minister of State for School Standards.</p> <p>At Tower Hill we deeply recognise the correlation between improving reading standards and the future academic achievement, wellbeing and success in life for our pupils. It is our aim to make sure that all children are given the tools and skills that they need in order to be able to decode and comprehend successfully in order to positively impact on all of their learning and their choices in later life.</p> <p>Developing writers is of equal importance. Throughout their school life and beyond, children need to write to communicate for a variety of purposes and we need to give them the tools to be able to do this successfully and with confidence. <i>'Developing children as writers is so much more than asking them to remember grammatical constructions or tricky spellings. It is a complicated and intricate process – and if you enable a child to become a writer you have given them a voice, supported them to communicate and provided them with a skill that is vital for all of their schooling and to their life beyond. In every writer, there is a reader. Give them reading. Let them lift the words off the printed page to enrich their own written work.'</i> Louise Johns-Shepherd, Chief Executive, CLPE</p> <p><b>Reading and writing are intrinsically linked and both vital for the future success of all of our children. This KAD hopes to achieve rich learning of reading and writing across the curriculum in ALL subjects which in turn will have a positive impact on outcomes for all.</b></p>	
<p><b>Key Aims</b></p> <ul style="list-style-type: none"> <li>❖ <b>EYFS</b> – The percentage of pupils meeting the ELG for Literacy to be higher than TH 21/22 and exceed national and county (EOY 22: TH 74%, NAT 68%, LA 74%) <ul style="list-style-type: none"> <li>➤ <b>Target 22/23: Tower Hill 75% ELG for Literacy</b></li> </ul> </li> <li>❖ <b>PHONICS Target: 90% of pupils in Year 1 to pass the phonics screening test.</b></li> <li>❖ <b>KSI SATS</b> – The percentage of children working at secure and greater depth in Reading and Writing are above 21/22 outcomes and 22/23 National outcomes. <ul style="list-style-type: none"> <li>➤ <b>Target 22/23 Reading 80% ARE and 30% GD (EOY 22 TH: 78% ARE &amp; 31% GD)</b></li> <li>➤ <b>Target 22/23 Writing 75% ARE and 10% GD (EOY 22 TH: 70% ARE &amp; 5% GD)</b></li> </ul> </li> <li>❖ <b>KSII SATS</b> - The percentage of children working at secure and greater depth in Reading and Writing are above 21/22 outcomes and 22/23 National outcomes. <ul style="list-style-type: none"> <li>➤ <b>Target 22/23 Reading 80% ARE and 35% GD (EOY 22 TH: 71% ARE &amp; 27% GD)</b></li> <li>➤ <b>Target 22/23 Writing 80% ARE and 25% GD (EOY 22 TH: 71% ARE &amp; 19% GD)</b></li> </ul> </li> </ul>	



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- ❖ The percentage of children working at **Greater depth** in years 1, 3, 4 and 5 to be greater than the corresponding cohort 21/22 data.
  - **Targets: Yr 1 10% GDS, Yr 3 10%+ GDS, Yr 4 25%+ GDS, Yr 5 20%+ GDS**
- ❖ The average attainment in Reading and Writing across years 1-6 to be higher at ARE and GDS than 21/22 data. Reading = **74% ARE 28% GDS and Writing ARE 63% 12% GDS**
- ❖ The progress across Reading and Writing for ALL children, including those with SEND and DIS, is higher than 21/22 data.

### Governor Monitoring:

**Autumn:** Monitor the use of 'Bee Happy' storytelling workshops for younger learners as well as the use of the Mighty Writer resources. Governors to work alongside new EYL and HT to ensure provision is cost effective and having the impact required to raise writing outcomes for these pupils. Visit will include observations of practice, discussions with practitioners and children and review of outcomes (book looks)

**Spring:** Evaluate the use of the Accelerated Reader package through pupil conferencing, teacher questionnaires and parental feedback. Are pupils more engaged in the reading scheme? Are the books well matched to pupils' abilities? Have parents seen an increase in activity and motivation? Do teachers find it easy and effective to use?

**Summer:** Monitor the use of rich texts in both core and foundation subjects as a 'driver' for learning and a stimulus for written outcomes. Visit will include pupil conferencing, book looks, monitoring of the Reading Spine to see the breadth and impact of the chosen texts.

Intent		Implementation	Intended Impact	Resources/CPD	Monitoring (who, when what)
Quality of Education	To successfully implement the use of Accelerated Reader from Y2 to Y6.	<ul style="list-style-type: none"> <li>➤ English Leaders to disseminate knowledge from training to all staff through identified staff meetings to include enrolling and assessing children and generating reports and intervention programmes.</li> <li>➤ Monitor the use of Accelerated Reader and ensure that staff receive relevant training throughout the year to maximise the use of the software.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children across the school from Y2 to Y6 will be able to read a range of books which are appropriately book matched based on their assessment and ZPD. All children will make progress at their own level through successful book matching.</li> <li>✓ Staff have a secure understanding of Accelerated Reader and how it can enhance reading progress.</li> </ul>	£5500 for software and support to implement the programme including sufficient training to get started. INSET time and subsequent staff meetings to embed practice. Possible further funding to support widening range of books on offer.	DHT & AHT to monitor the provision and use of the software to ensure all pupils have access to it and are using it on a regular basis. Monitoring to be on a half termly basis with assessment outcomes to be reviewed. Class teachers to regularly monitor and assess children.
	To introduce the MyON ebook platform to all stakeholders.	<ul style="list-style-type: none"> <li>➤ All staff to receive training and relevant information about the use of MyON through dedicated staff meetings.</li> <li>➤ All children will receive their MyON Login details in order to access books.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children will have access to over 5000 online books which will widen their repertoire of books, genres and authors in turn improving reading fluency,</li> </ul>	As above	English Leaders to monitor the use of the MyON platform termly. Carry out pupil conferencing about the platform.



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	<p>To raise the profile of poetry and songs with all children.</p> <p>To embed the use of Reading Spines which are easily accessible to children.</p> <p>To develop understanding of the teaching of spelling.</p> <p>To teach children about Etymology to help deepen their</p>	<ul style="list-style-type: none"> <li>➤ Monitor the use of the MyON Platform to ensure that it is being used by all children.</li> <li>➤ Promote the MyON Platform with all stakeholders.</li> <li>➤ Each year group to create a poetry and a song spine appropriate to their year group to demonstrate progression across the school.</li> <li>➤ All classes to perform poems and songs in whole school and/or Key Stage assemblies.</li> <li>➤ Deliver staff training on types of poems and teaching poetry</li> <li>➤ Finalise year group reading spines and ensure all classes have Reading Spine Book Boxes and appropriate books.</li> <li>➤ DHT and Y2 CT to attend Hampshire Spelling Project and disseminate strategies to all staff.</li> <li>➤ All class teachers teach spelling regularly – both as part of writing lessons and as discrete Spelling sessions.</li> <li>➤ Refine Word of the Week and ensure all year groups use this to introduce new vocabulary that is specific to the</li> </ul>	<p>comprehension and reading progress.</p> <ul style="list-style-type: none"> <li>✓ All children will develop a growing repertoire of poetry and songs which will in turn broaden their vocabulary which they can draw on when writing.</li> <li>✓ Children's self-esteem and confidence will improve through performance.</li> <li>✓ Quality of written poems is of a high standard and poetry lessons are taught well.</li> <li>✓ Children will have access to and knowledge of a wider range of high quality texts.</li> <li>✓ Spelling will improve as evidenced through spelling assessments and in written outcomes.</li> <li>✓ Children are able to apply spelling rules appropriately to their written work across all subjects.</li> <li>✓ Children will have a wider range of vocabulary that they can use effectively in their written work.</li> </ul>	<p>Staff Meeting time</p> <p>Class Teachers PPA time to create poetry and song spines.</p> <p>Cost of book boxes and books to supplement the Reading Spines.</p> <p>Cost of external CPD (<i>attendance at Hampshire Spelling Project</i>) and class cover. Possible cost of resources to deliver Hampshire Spelling Project. Staff meeting time to disseminate information</p> <p>Staff Meeting time/Key Stage Meeting time</p>	<p>English Leaders to ensure regular times are organised for performance each term and keep a record of performances. Carry out pupil conferencing about the impact of performance.</p> <p>English Leaders to pupil conference about reading spines.</p> <p>English Leaders to carry out Learning Walks, Book Looks and Pupil conferencing with a spelling focus in Spring and Summer Terms.</p> <p>Key Stage Leaders to monitor the use of Word of the Week (classes to have list of words saved on intranet) and check</p>
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understanding of and build their vocabulary.	<p>content being taught eg: species when learning about evolution.</p> <ul style="list-style-type: none"> <li>➤ Introduce Tier 1, Tier 2 and Tier 3 words and ensure children are exposed to these regularly in order to make connection between words, their meanings and their origins.</li> <li>➤ Introduce 'Vocabulary Vaults' to all classes related to themes and key learning units.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Appropriate scaffolds are in place for all levels of learner.</li> <li>✓ Children are able to confidently discuss their vocabulary choices and can identify why they have made them and for what effect.</li> </ul>		books to ensure children have used them. English Leaders to pupil conference termly about the teaching and use of vocabulary.
To further develop the teaching of phonics to include teaching of different spelling rules in Year 1.	<ul style="list-style-type: none"> <li>➤ Phonics lessons to be adapted where appropriate to introduce alternative spelling rules (even if they are beyond current phonics learning)</li> <li>➤ EYL to support with the teaching of spelling as need arises.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children will be aware of different spelling choices for words and will be able to identify the correct spelling.</li> </ul>	Key Stage Meetings Time to make necessary resources.	EYL to monitor phonics lessons and teaching of spelling.
To implement Fresh Start with identified children in Y6 to positively impact on reading fluency and comprehension.	<ul style="list-style-type: none"> <li>➤ Reading Leader and Y6 LSAs to visit local school to clarify understanding of the implementation of Fresh Start.</li> <li>➤ Year 6 LSAs to assess children and deliver regular Fresh Start sessions.</li> <li>➤ Year 6 LSAs to monitor progress and ensure groupings remain fluid.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identified children demonstrate more confidence and stamina when reading.</li> <li>✓ Identified children improve their reading age, ZPD and their standardised scores</li> </ul>	Release time to visit local school. Possible purchase of Fresh Start materials – cost TBC.	Reading Leader to monitor sessions and intervention trackers to ensure progress is being made. Reading Leader to meet half termly with Year 6 LSAs to monitor impact of Fresh Start
To introduce termly whole school 'Big Writing' opportunities based on Awesome Author.	<ul style="list-style-type: none"> <li>➤ Termly assembly to introduce the Awesome Author linked to expectation of written outcome.</li> <li>➤ Display to showcase outcomes from every year group in communal space and whole school celebration of these outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To raise the profile of writing across the school.</li> <li>✓ To inspire children to write by giving them a real life purpose (published and celebrated)</li> <li>✓ To improve written outcomes for all.</li> </ul>	2x Termly assembly (intro and celebration) PPA planning time to plan the unit of work.	Book Looks to monitor outcomes. Key Stage Leaders to monitor success stories in KS Meetings



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	To ensure children have increased number of writing opportunities across the curriculum.	<ul style="list-style-type: none"> <li>➤ SLT to support class teachers during PPA sessions to embed writing opportunities.</li> <li>➤ Planning to be adapted to incorporate more writing opportunities.</li> <li>➤ Plan opportunities for experienced members of staff to model writing lessons for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increased opportunities will lead to improved outcomes and ability to embed knowledge and skills.</li> </ul>	PPA sessions Staff Meetings/Key Stage Meetings to plan opportunities for and monitor opportunities for writing.	English Leaders and Subject Leaders to monitor planned opportunities for writing and carry out termly book looks.
Behaviour and Attitudes	To further develop reading and writing for pleasure with all children.	<ul style="list-style-type: none"> <li>➤ Create an academic year reading calendar to include a range of reading events eg: get caught reading and reading bingo.</li> <li>➤ Communicate regularly with stakeholders about reading for pleasure and how to support with reading at home.</li> <li>➤ English Leaders to run an Attaining Highly Reading and Writing Club after school.</li> </ul>	<ul style="list-style-type: none"> <li>✓ High rates of participation in reading for pleasure activities.</li> <li>✓ High uptake to invite to reading and writing club.</li> </ul>	English Leadership time to create and implement reading calendar	Reading Leader to monitor participation in events and pupil conference those children who do not take part.
	To continue to introduce new authors to the whole school through the Awesome Author approach.	<ul style="list-style-type: none"> <li>➤ Termly assemblies to introduce new author to the whole school.</li> <li>➤ Create book displays around the school for Awesome Author.</li> <li>➤ Inform stakeholders through newsletter and website.</li> <li>➤ Include Awesome Author as part of Walk and Talk Board.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children will have a wider repertoire of authors and will be able to discuss their books with confidence.</li> <li>✓ Children will have the ability and confidence to share their thoughts and opinions about texts and will be able to make links with similar books they have read.</li> </ul>	Assembly time Purchase (or loan) of Awesome Author texts Leadership time to create displays and plan events.	English Leaders to pupil conference and carry out termly book looks.
	To build children's self-esteem and confidence.	<ul style="list-style-type: none"> <li>➤ Provide opportunities for all children to perform poetry and/or songs in front of their peers during assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children feel confident enough to participate in performances.</li> <li>✓ All children will have a growing repertoire of songs and poems that they have learnt off by heart.</li> </ul>	Class teachers to plan time to learn poetry/songs in curriculum time.	English Leaders to be invited by class teachers to see this in action. English Leaders to create performance schedule.



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	<p>To plan and implement Guest Reader and Writer Sessions.</p> <p>To increase opportunities for children to write for a real life purpose.</p> <p>To promote children as publishers, exploring real-life links with literacy in a published form.</p>	<ul style="list-style-type: none"> <li>➤ Create a timetable of sessions for SLT and class teachers to 'pop in' and deliver a writing session or read a story to a different class.</li> <li>➤ Map genres across all year groups to ensure appropriate coverage. Mapping of genres</li> <li>➤ Provide increased opportunities for children to write non-fiction related to specific cohorts interests.</li> <li>➤ Introduce Book Publishing concept to all staff and children. Children to be given ownership over format eg: collection of best work or poetry, non-fiction, WWII</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children are given different purposes and experiences when reading and writing to develop their motivation and enthusiasm.</li> <li>✓ Children will be motivated and inspired to write which will positively impact on outcomes.</li> <li>✓ All children will be given a real purpose for writing and will be published authors</li> <li>✓ All books to be shared with stakeholders and to be part of classroom and school library.</li> </ul>	<p>Release time as necessary</p> <p>Subject Leader time PPA sessions to plan units of work.</p> <p>Staff Meeting time Curriculum time to deliver writing sessions Cost of publishing - TBC</p>	<p>English Leaders to create a schedule and share with staff.</p> <p>English Leaders to carry out termly book looks and pupil conferencing.</p> <p>SLT to ensure books are complete and published by end of Summer Term.</p>
Personal Development	<p>To plan team teaching and peer observation opportunities.</p>	<ul style="list-style-type: none"> <li>➤ Create a timetable of peer observations, each with a specific and identified reading or writing focus.</li> <li>➤ Create reflection process following each peer observation.</li> <li>➤ Class teachers to video themselves teaching reading or writing and share with a member of SLT to receive feedback to further improve practice.</li> <li>➤ To create links with local schools and arrange for identified CTs to go and watch reading and writing sessions in other schools alongside a member of SLT.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To improve teacher confidence and subject knowledge when teaching writing in order to impact on pupil outcomes.</li> <li>✓ Class teachers build a 'bank' of ideas which they can use in their own writing sessions.</li> <li>✓ Class teachers become confident when identifying what makes a 'good' writing session and can implement this in their own practice.</li> </ul>	<p>Staff Meeting time PPA time</p>	<p>AHT to ensure that peer observations are planned, take place and are reflected on each half term.</p> <p>AHT to analyse the impact of peer observations on teaching practice.</p> <p>AHT to make links with local schools to arrange peer obs</p>
	<p>To further develop the middle leadership skills</p>	<ul style="list-style-type: none"> <li>➤ English leaders to offer development opportunities to Shadow English</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shadow English Leader is able to confidently lead aspects of the Reading and Writing Curriculum.</li> </ul>	<p>External CPD including: <i>Hampshire Spelling Project,</i></p>	<p>DHT to ensure external CPD opportunities are organised.</p>



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	of Shadow English Leader	Leader to include external CPD and in-house training.		<i>Securing the Expected Standard at KSI &amp; End of KS Assessment for teachers new to Y2.</i>	DHT to meet with Shadow English Leader and evaluate the impact of CPD.
	To plan and implement Guest Reader and Writer Sessions.	<ul style="list-style-type: none"> <li>➤ Teachers to plan and deliver 'one off' writing sessions to different classes.</li> <li>➤ Teachers to choose appropriate texts to share with different classes.</li> </ul>	✓ Class teachers are given opportunities and experience to plan for and work with children outside of their year group/key stage to develop their teaching experience and expertise.	Release time for Class teachers	DHT to ensure all teachers are given opportunities to participate in Guest Reader/Writer sessions and analyse the impact of staff confidence and development.
	To develop whole class reading strategies to improve fluency and comprehension	<ul style="list-style-type: none"> <li>➤ For Reading Leader to attend core provision and disseminate relevant information.</li> <li>➤ To introduce new members of staff to Reading Skills planning format.</li> <li>➤ To share strategies with all class teachers and LSAs of how to support children with reading fluency and comprehension.</li> </ul>	✓ Teachers' understanding and knowledge of teaching reading improves and therefore impacts positively on fluency and comprehension ability for children of all ages and abilities.	Identify tool for tracking reading fluency. Y6 CT to attend ' <i>Developing Greater Depth Readers</i> ' training. Y3 CT to attend ' <i>Phonics and Early Reading</i> ' training.	English Leaders to track progress of children in reading at Pupil Progress Meetings. Reading Leader to monitor reading ages, standardised scores and ZPD to track attainment and progress. Reading Leader to monitor progress of bottom 20% of children in each class.
	To ensure that writing units are coherently and sequentially planned in all year groups.	<ul style="list-style-type: none"> <li>➤ Create opportunities for class teachers to plan units of writing alongside a member of SLT.</li> </ul>	✓ Teachers understanding of unit planning improves and multiple opportunities for children to write are built into each unit.	PPA Planning time Y5 CT to attend ' <i>Developing Greater Depth Writers</i> ' training.	DHT to plan termly opportunities for PPA Planning sessions. SLT to monitor Literacy planning and carry out termly book looks.
	To develop the use of ICT as a stimulus and resource when planning writing units.	<ul style="list-style-type: none"> <li>➤ All staff to participate in INSET with Mr P with a focus on ICT and writing.</li> </ul>	✓ Class teachers have more confidence when planning writing, using ICT and this is evident in unit plans and outcomes.	INSET Day – Feb 23	SLT to monitor implementation of strategies in Spring and Summer Terms.
Leade	To develop a monitoring and evaluation cycle for	<ul style="list-style-type: none"> <li>➤ Staff to participate in monitoring and evaluation through book looks, pupil</li> </ul>	✓ SLT know the strengths and areas for development across the school in the teaching of reading	Leadership time to plan weeks for monitoring reading and writing and to	SLT to carry out activities on monitoring and evaluation schedule.



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	<p>the teaching of reading and writing.</p> <p>To create strong links with the School Library Service and monitor the use of the school library.</p> <p>To work alongside all subject leaders to develop key vocabulary lists.</p> <p>To identify 'Bottom 20%' of readers in each class to ensure appropriate provision is in place.</p>	<p>conferencing, peer observations, learning walks etc.</p> <ul style="list-style-type: none"> <li>➤ Arrange opportunities for SLS to deliver training at staff meeting about quality texts for each year group.</li> <li>➤ English Leaders to visit SLS (Farnborough Library)</li> <li>➤ Class teachers to plan weekly visits to the school library to give children opportunities to borrow a range of texts.</li> <li>➤ Reading Leader and Library Manager to train identified Year 6 chn to help 'run' the library and help younger chn to become more independent and confident using the library.</li> <li>➤ Introduce Vocabulary Vaults to all staff and ensure that these are created for all units in all subjects</li> <li>➤ Class teachers to create register of bottom 20% of children and share with English Leaders.</li> <li>➤ Identified children to become priority readers.</li> <li>➤ Appropriate interventions to be put in place for these children and regularly reviewed.</li> </ul>	<p>and writing and use this to plan appropriate CPD opportunities for all staff.</p> <ul style="list-style-type: none"> <li>✓ Texts available to all children are regularly updated and are of the highest quality.</li> <li>✓ A bank of High Quality Texts is available to staff for all subjects across the curriculum.</li> <li>✓ All children have regular access to the school library and regularly borrow books.</li> <li>✓ Children have access to Vocabulary Vaults across the curriculum as evidenced during Learning Walks and in children's written outcomes.</li> <li>✓ Identified children make measurable progress across the year in order to close the gap between them and their peers.</li> <li>✓ Class teachers and LSAs are able to confidently discuss the identified children and the support in place for them.</li> </ul>	<p>create monitoring and evaluation schedule.</p> <p>Time out of class to visit the library Cost of purchasing texts</p> <p>Staff Meeting and Key Stage Meetings</p> <p>Pupil Progress Meetings</p> <p>Leadership time</p>	<p>English Leaders to monitor the use of texts in lessons. Library Leader to monitor the use of the school library and present half termly reports about its use.</p> <p>SLT and Subject Leaders to monitor the use of Vocabulary Vaults termly and during subject leadership weeks.</p> <p>English Leaders to champion these children at all Pupil Progress Meetings. Half termly reading record checks LSAs to present data from intervention trackers at LSA Meetings.</p>
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	<p>To produce a portfolio of writing to inform teacher assessment across all three terms.</p> <p>To ensure there are multiple writing opportunities in Literacy lessons across a unit of work.</p>	<ul style="list-style-type: none"> <li>➤ Create a writing portfolio for ARE in each year group to include a range of genres and annotations to clarify objectives covered and next steps.</li> <li>➤ Use portfolios to support class teachers when moderating writing judgements.</li> <li>➤ Writing Leader to scrutinise planning to ensure there are writing opportunities built in.</li> <li>➤ English Leaders to support class teachers when planning writing units to ensure opportunities are in each unit.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff use the exemplar portfolios to support them when making writing judgements and these judgements are moderated and agreed.</li> <li>✓ Quality of written outcomes will improve and children will spend increased time 'putting pen to paper.'</li> <li>✓ Teachers will feel more confident when planning a unit of writing and have a clear ideas of progression within a unit/genre.</li> </ul>	<p>Staff meeting time</p> <p>PPA time</p> <p>Leadership time</p>	<p>English Leaders to work together each term to gather and collate writing examples to create portfolios.</p> <p>Book Looks</p> <p>Monitoring Planning</p>
Early Years	<p>To improve communication and language skills of pupils in Year R and Y1 through storytelling workshops.</p> <p>Pupils to master the skills of speaking, storytelling and writing through the use of 'Mighty Writer'.</p>	<ul style="list-style-type: none"> <li>➤ Employ Jo Thomas (Bee Happy Learning) to carry out workshops on a weekly basis through Autumn Term linking storytelling with the YR and Y1 curriculum.</li> <li>➤ Pupils to focus on expanding their vocabulary and creativity through re-telling stories which will then feed into writing.</li> <li>➤ Evaluate impact of provision and plan for Spring Term.</li> <li>➤ Purchase 2 X 'Mighty Writer' resource packs to be used across YR/Y1.</li> <li>➤ New EYL to champion the approach and support teachers to implement in classrooms.</li> <li>➤ Training to be provided through Mighty Writer product.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils' confidence and self-esteem to be high following a story telling session. Pupils to be enthused and engaged in the re-telling process in order to support communication, language and literacy skills.</li> <li>✓ An improvement is seen in YR and Y1 writing outcomes.</li> <li>✓ Pupils are engaged in using the approach and are motivated to tell stories and write independently.</li> </ul>	<p>£200 per week</p> <p>(approx. 2.5K for Aut term)</p> <p>Lesson time</p> <p>£1000 for buy resources and to facilitate training.</p> <p>Training to take place in staff meeting time.</p> <p>EYL release time to monitor and support practitioners.</p>	<p>Learning walks by SLT.</p> <p>Governors to monitor the use of the workshops and Mighty writer through KAD visit in Autumn term.</p> <p>Monitor the impact on writing through the review of writing outcomes in YR and Y1 at end of Autumn term – EYL.</p>



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<b><i>Actions &amp; Impact as at:</i></b>					