



Improving Teaching Action Plan – Lower Key Stage 2.

| 1.Objective | 2.Success Criteria | 3.Key Levers and Actions | 4. Time / Staff / Milestones | 5. Budgets / Resources | 6. Evaluation & Review |
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| <p>To ensure that there are sufficient opportunities for students to apply taught skills in English to extended pieces of written work</p> | <p>Evidence in English and topic books of writing in length.</p> <p>Evidence of progress in writing in books and assessment grids.</p> | <p>Team planning together to plan and teach 2 or 3 week units in English, with opportunities and expectations in at least every other lesson to have a writing focus.</p> <p>Units of work to be picked for relevance to curriculum, specific needs and interests of children in the class, and cross curricular topics.</p> <p>Planning to follow the format of – teach subject knowledge/ draft writing / edit and improve / write up final piece.</p> <p>Teach children to understand the importance of re-drafting and improving work, not settling for first attempt.</p> | <p>All LKS2 staff aware of target and follow support timetable</p> <p>Planning units of work to be relevant to class topics and needs.</p> <p>PPA planning time together AC, GH, HF</p> | | <p>Red - not achieved</p> <p>Amber – partly achieved</p> <p>Green – achieved</p> <p>Review SDP at the end of each half term with the SLT Evaluate against success criteria Agree priority actions, outcomes and meetings for next half term 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved? 3. What needs to be done</p> |



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| | | Topic and English lessons to be interchangeable when appropriate, with opportunities to write in length or in more depth in Topic books. | | | now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded? |
| To ensure that good spelling habits, neat handwriting and good presentation and layout are used consistently and in every piece of work. There is pride in work and presentation is seen as a vital component to be proud of. | Children make marked progress in handwriting. Books are neatly presented across the Key Stage. (SEN children taken into consideration) | Y3 – Recapping phase 6 Phonics throughout the year to plug identified gaps. Specific intervention programmes for lower ability children to help with spelling patterns. Spellings and Handwriting will focus on LKS2 word lists from national curriculum. Handwriting teaching and practice timetabled at least 3 times weekly. | ETA time to plan and deliver interventions taken into consideration Fortnightly time slot to | | |



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| | <p>Spelling practice given as homework and time in class.</p> | <p>Introduction of dictation spelling tasks once fortnightly to include any previous week's spellings. Children who are able to spell words confidently are given an additional challenge of creating a variety of sentence types.</p> <p>Teachers and ETAs to have high expectations of presentation of work in books, with WAGOLLs displayed or shared for tasks. Expectation of date, objective and neat handwriting to be strictly enforced for any piece of work.</p> <p>All LKS2 children issued with an extra handwriting book with the school sized squares to take home for practice as often as they like. These do not need to come back to school but can be brought back for stamps if children are particularly proud of their work or if they want it checked.</p> | <p>allow spelling/ dictation tasks.</p> <p>Time taken by teachers and ETA to help children present work neatly.</p> | <p>Cost of exercise books.</p> | |
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| <p>To ensure that the most able pupils are challenged in all lessons and that all groups, including the most able are monitored constantly to evaluate the impact of actions.</p> | <p>More able children make expected progress in the year or better.</p> <p>Staff timetabled to support more able children within lessons.</p> | <p>Depending on the objective in the lesson, higher ability children will have one or more of the following:</p> <ul style="list-style-type: none"> - Adult support guiding higher ability through a more challenging task - A separate objective or that will stretch their ability - Additional or more challenging success criteria <p>Opportunities for extra-curricular work/clubs as appropriate opportunities arise during the year.</p> <p>Experiment with a 2 week streamed unit of work in January for English, using more experienced support staff to run groups to create more targeted teaching. This will allow support for more vulnerable groups whilst stretching the most able children in the key stage.</p> | <p>Chances for teachers or ETAs to run extra-clubs</p> <p>Y3&4 to follow set timetable. Extra rooms to be timetabled.</p> <p>Evaluation of progress to</p> | <p>Cost of hours?</p> | |
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| | | | take place after trial. | | |
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