



SCHOOL IMPROVEMENT PLAN 2022-2023

KS1 ACTION PLAN

Responsibility Area: Key Stage 1	Strategic Lead: Kate McKenna	Link Governor: Michelle Beattie & Alison Rutherford
Headlines 2021-2022 based on Key Stage 1 end of year tests (SATs)		
End of KS1		
Reading: At the end of KS1 70% of children reached expected standard 3% are working at greater depth		
Writing: At the end of KS1 21% of children reached expected level 0% are working at greater depth		
Maths: At the end of KS1 85% of children reached expected level 6% of which are working at greater depth		
Phonics: Year 2 children passing the test phonics in Autumn 2021 – 85% Year 1 children passing the phonics test in Summer 2022 – 50%		
Outcomes 2022/23 : What success will look like for pupils (measurable)		
Year 1 Phonics - Summer: 76% of children to pass the phonics test		
Year 2 Phonics - Autumn: 84% of children to pass the phonics test		

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YEAR 2

Reading

71% of children to achieve expected level

Writing

62% of children to achieve expected level

Maths

70% of children to achieve expected level

Improvement Targets	Required Actions	Lead	Timeframe for actions	Budget	Monitoring of Impact/Focus Groups/ Time Frame/ Reporting Mechanism	Intended Impact (Measurable)
<u>Phonics</u> 84% of children in Year 2 passing Year 1 phonics screening check Autumn 2 2022 76% of children in year 1 passing phonics screening check in Summer 2023.	1) Systematic consistent teaching of RWI 2) Phonics 5x per week. 3) Coaching for new members of staff in KS1 4) Assessment in Summer 2022 to determine groupings to start immediately in Sept 2022. 5) Assessment for year 2's to be predominantly sound knowledge based – with a deeper focus on fluency following the test. 6) Year 1 and 2 to stream according to ability from Autumn 1. 7) Phonics aligned home reading books to be sent home from Autumn 1. 8) 1:1 and small group interventions for those falling behind to start in Autumn 1	KM, AS	Assessment of year 2 and 2 to be determined in Autumn 2022. Year 1 Summer 2023 Assessment test Autumn 1 for Year 2 Assessment test Autumn 2 for Year 1 Year 2 test Autumn 2. Second Practise test end of Spring 1 – Year 1 and Yr2 resits. Third practise test end of summer 1 – year 1 and yr2 resits.	0.00	Assessments every half term to determine accurate streaming of groups. Assessments every half term to determine 1:1 intervention and small group intervention. Identify any children who are not progressing with fluency/sight reading but have secured sound knowledge. Practise phonics screening check Autumn/spring and summer to identify any extra intervention needed from class teacher / home.	<u>Phonics</u> 84% of children in Year 2 passing Year 1 phonics screening check Autumn 2 2022 76% of children in year 1 passing phonics screening check in Summer 2023.



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	9) Phonics recap in afternoons for year 2 in preparation for Autumn 2 test. 10) Phonics materials to be sent home weekly.		H/termly assessments. Testing and results June/ July 2023.		RWI learning walks and drop ins by KS Lead and Lit Lead.	
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<p><u>Reading</u></p> <p>At the end of KS1 71% of children reached expected standard</p>	<ol style="list-style-type: none"> 1) Quality first teaching year 1 and 2. 2) Continue focus on immersion including opportunities for shared reading 3) Phonics book bag books continued to be sent home for children in Ks1 - linked to their phonics level. 4) Daily / weekly guided reading focusing on inference and deduction. 5) Children remain on RWI until confident with phonics then move to fluency and comprehension focus. 6) Year 2 to access accelerated reader once children are secure with phonics and have good level of fluency. 7) Extra reading to build fluency and understanding for children who may not get an opportunity to read at home. 8) Children to hear the teacher read daily both picture books and class novels. 9) Children regularly access picture books to read for pleasure. 10) Text choices to appeal to all genders. 11) Intervention to be quickly implemented for children who are falling behind. 	<p>SB,AS, KM</p>	<p>Half termly progress meetings with class teacher to discuss class progress.</p> <p>Phonics test for Year 2 – Autumn and year 1 - June.</p> <p>SAT / TA results in May / June.</p> <p>Accelerated reader assessments (STAR) carried out termly following a baseline test.</p> <p>Pira test carried out end of Spring IF the teacher feels the children are ready.</p> <p>Pira test carried out end of Summer.</p>	<p>Coaching cycle</p> <p>Professional discussions – half termly</p> <p>Learning walks - regularly</p> <p>Half termly RWI assessment to determine groups.</p> <p>Intervention sheets to be handed in weekly and overseen by SENDco</p> <p>Intervention reviews – half termly (KSL, SENco, T)</p>	<p><u>Reading</u></p> <p>At the end of KS1 71% of children reached expected standard</p>
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<p><u>Writing</u></p> <p>At the end of KS1 62% of children reach expected standard</p>	<ol style="list-style-type: none"> 1) Talk for writing support and training for all teachers within Key Stage 1 by Eve Morton. 2) Half termly writing moderation to take place with all members of the teaching team and action plan created following this. 3) Quality first teaching year 1 and 2 4) Ensure that all classes provide opportunities for children to write within CP 5) Develop and embed the T4W approach. 6) Increased opportunities for short burst writing. 7) Daily handwriting opportunity within the writing lesson. 8) Focused grammar sessions built in to planning. 9) Text choices to appeal to all genders. 10) Implement short daily spelling lessons. <p>Displays to include – Phonics sounds, key punctuation, weekly spellings, common exception words,</p> <ol style="list-style-type: none"> 11) Working walls to display examples of modelled writing. 12) Continue to develop the use of verbal feedback (immediate where possible). 	<p>SB, AS KM</p>	<p>Half termly professional discussion with KS lead.</p> <p>KS1 team to observe and link with another T4W school</p> <p>Termly professional discussion with Lit leads and KS Lead</p> <p>SAT / TA results in May / June.</p>	<p>Coaching - termly</p> <p>Professional discussions - half termly</p> <p>Learning walks – regularly</p> <p>Intervention sheets to be handed in weekly and overseen by SENDco</p> <p>Intervention reviews - half termly (KSL, SENco and CT)</p> <p>KS moderations (KSL, Y1, Y2)</p>	<p><u>Writing</u></p> <p>At the end of KS1 62% of children reached expected standard</p>
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<p><u>Mathematics</u></p> <p>At the end of KS1 70% of children reached expected standard</p>	<ol style="list-style-type: none"> 1) Quality first teaching year1 and 2 2) Ensure that all classes provide opportunities for children to access maths within CP. 3) 10 minute maths meeting timetabled everyday so that place value and 4 operations are consistently practised. 4) Continue to follow White Rose Maths to develop reasoning and use of mathematical vocabulary. 5) Improve pupils' application of mathematical knowledge by developing problem solving skills. 6) TT rockstars embedded from year 2. 7) New maths program NumBots from year 1. 8) Continue to develop the use of verbal feedback (immediate where possible). 9) Where a TA is available; instant intervention for those who have not grasped a concept. 10) Challenge set for those children who are secure with concept. 11) Continue to develop the use of verbal feedback (immediate where possible). 	<p>KM & LP</p>	<p>Half termly professional discussion with KS lead.</p> <p>Termly professional discussion with Lit leads and Ks Lead</p> <p>KS1 lead to attend Maths transition training.</p> <p>Mathematical vocabulary regularly updated on working walls.</p> <p>WRM Assessment after units of work when teacher deems children ready for tests/assessments.</p> <p>WRM summer term assessment to be carried out.</p>	<p>Coaching - termly</p> <p>Professional discussions - half termly with KS lead</p> <p>Professional discussions with Maths lead termly.</p> <p>Learning walks – regularly</p> <p>Intervention sheets to be handed in weekly and overseen by SENDco</p> <p>Intervention reviews - half termly (KSL, SENco and CT)</p> <p>KS moderations (KSL, Y1, Y2)</p> <p>Governor liaison and visits.</p> <p>Pupil feedback opportunities.</p>	<p><u>Mathematics</u> <u>Year 1 & 2</u></p> <p>.</p> <p>At the end of KS1 70% of children reached expected standard</p>
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	12) Improve the use of formative assessment in maths to inform planning and feedback					
	13) Identified staff to attend Maths training					
	14) Displays to include – numbers, 4 operation symbols.					
	15) Working walls to always display examples of modelled work.					