

ACTION & IMPACT REPORT 2018/19



AREA OF LEARNING: SPAG

PRIORITIES

To increase rates of progress in key skills so that ore pupils reach the standards typical for their age.
(P1 OFSTED)

Make better use of school information systems
(P3 OFSTED)

To develop consistency in teaching and learning throughout school, using appropriate resources to support learning.
(P3 HMI 2017)

SUCCESS CRITERIA

- Whole school SPAG progression in line with the National Curriculum is clear and consistent and is having a positive a positive impact on the children
- SEND groups appropriately challenged; Pivats used effectively if applicable
- Support staff to be planned for and used effectively to support key groups of children in their accelerated progress, in class or interventions
- Book Scrutiny's demonstrate that daily marking in writing: a) informs the pitch/ level of challenge of future learning b) provides formative feedback to address children's misconceptions provides additional challenge where necessary in order to move pupils' learning forward c) Children are responding appropriately to feedback

- All staff are using Headstart assessment materials
- Data from assessment to be instant and used to inform medium term plans
- Well-planned units are taught based on children's needs and prior assessment
- In school moderation of writing across the key stages leads to accurate SPAG assessments being made
- Key groups identified across school for SPAG (eg: vulnerable, SEND)
- Interventions effectively planned and delivered for children identified through data analysis to fill gaps
- FazMac used effectively

- All staff are following the progression expectation set out in the policy and they are having a positive impact on the children.
- Key children identified by staff and targeted in interventions
- All teaching of SPAG to be consistently good, with some displaying outstanding features
- Support staff to be planned for and used effectively to support key groups of children in their accelerated progress
- Staff voice – saying that they are becoming more confident.
- Learning environments are purposeful, relevant to learning; visual prompts to be available to all children as support
- Subject knowledge is good amongst all teachers

ACTIONS

- Attend SPAG CPD and ensure training is developed for school needs and shared with staff
- Attend moderation training
- Provide subject knowledge CPD and support to all staff
- L&M time used effectively
- Complete NPQML and apply training to support to whole school plans
- Communicate effectively with school governing body
- Work closely with WPT SPAG leads
- Work closely with English and reading leads to ensure the link between the subject is clear
- Investigate disadvantaged and other children in key year groups using autumn data – are these attaining like the others? - Develop interventions for children identified through data analysis to fill gaps.
- Book scrutiny's, learning walks, observations and planning checks to be carried out regularly

IMPACT