**Improve attainment in Reading & Phonics in KS1**

**Long term**

**Impact of regular independent reading to ensure children have a wide range of reading experience and breadth of vocabulary to draw upon when writing**

**CT to train staff on new Whole Class Reading system -including Y2 teacher for Summer 1 onwards**

**Monitoring of reading data and Lexia data can be triangulated to form more astute teacher assessments**



Medium term

**RWI groups moved frequently in line with assessments carried out throughout the programme**

**Plus Phonic Screening Test carried out in Nov, March & June for Y1 & Y2**

**Progress monitored and used to assess independent learning within lesson**



**PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION**

Moorthorpe Primary School 2022-23 - To be RAG Rated July 2023

This resource supports the [*Putting Evidence to Work: A School’s Guide to Implementation*](https://eef.li/implementation/)guidance report.

Final Outcomes (and so?)

How will pupils, teachers and the school benefit?

**Short term**

**All children will receive targeted learning of key sounds/reading skills based on their need**

**Teachers will deliver Phonics consistently daily**

**Routines will be established for children to reduce extraneous overload**

**Y1 Phonics screening results for disadvantaged chn to increase year on year**

**Medium term**

**Attainment in Phonics screening will be increased**

**Application of Phonics will increase reading fluency in KS1**

**Long term**

**Consistent and sustained Phonics screening results in line with National data**

**Attainment in Reading significantly increased**

Implementation Outcomes (how well?)

How will you know that it is working?

Do staff feel the approach is feasible and useful?

**Short term**

**Staff will deliver RWI across EYFS & KS1 using consistent approach and assess, re-organise children when necessary**

Implementation Activities (how?)

How will it be done?

What blend of activities are required?

**Training**

**CPD where available from Emilia Henton and Jerry Clay English Hub.**

**TAs new to RWInc to be trained using NS and portal materials**

**Weekly staff training led by NS**

**Educational materials**

**RWI and supporting materials including phonetically decodable books matched to their ability – also sent home**

**Monitoring**

**RWI monitored continuously to organise groupings and redeploy or support staff members**

**NS to monitor delivery/assessment**

**CT/DB/EJ to monitor interventions and progress using triangulated assessment tracking (Lexia, Accelerated Reader, RWInc, NFER etc).**

Intervention Description (what?)

What are the essential ‘active ingredients’ of the intervention?

What activities and behaviours will you see when it is working?

**Active ingredient 1**

**Read Write Inc programme delivered consistently by all staff and strategies and approaches embedded across EYFS & KS1.**

**Active ingredient 2**

**Afternoon intervention of speed sounds recap with target children from daily sessions**

**Active Ingredient 3**

**Half termly RWI assessment to reorganise groups and ensure targeted learning for all, alongside teacher assessment to offer targeted intervention for children in LKS2. LKS2 interventions to be fully established by Spring 1**

**Active Ingredient 4**

**Weekly staff meeting for all KS1 staff (during assembly times) to update on CPD and address any issues.**

Problem (why?)

What needs to change e.g. teacher behaviour, student behaviour, attainment?

**Teacher**

**-Lack of consistency in Phonics teaching**

**-Rapid pace of sessions not always followed**

**-Resourcing – more money will need to be allocated to replace lost/no-returned books sent home**

**-Teaching of reading/fluency varied and disjointed from Phonics**

**Students**

**-Assessment is new/updated and has impacted upon the number of children passing the assessments**

**-Gaps difficult to ascertain and monitor**

**-Some children left behind due to pace of sessions or some children not being sufficiently challenged due to grouping issues**

**-Word recognition/fluency in reading poor – fluency in new assessment is an issue**



**Improve QFT – focus on questioning**

What are the essential ‘active ingredients’ of the intervention?

What activities and behaviours will you see when it is working?

**Active ingredient 1**

**Bespoke programme developed using coaching triads & tailored observations based on Principles of Rosenshine:**

* **Reviewing materials**
* **Questioning**
* **Sequencing, concepts & modelling**

**Active ingredient 2**

**Staff will continue to use ‘cold call’ and ‘no opt out’ alongside the principles to encourage and promote engagement in lessons. (Link to metacognition and strategies developed)**

**Active ingredient 3**

**Use of retrieval practice consistently in all areas of the curriculum**

**Ensure variety and appropriate level of challenge e.g. Quiz, True/False, Odd one out, Multiple choice etc.**

**Active ingredient 4**

**Creation of knowledge organisers to clearly outline expected learning.**

**-To be used in pre-teaching, as a lesson resource and as an assessment tool**

**Long term**

**Triad coaching teams will be reorganised each year to allow new skill sets to be developed across the staff.**

**New staff members will be encouraged to complete an audit upon starting to best place their expertise**

**Assessment outcomes will be clear and be explicitly linked to knowledge taught in each unit.**



Medium term

**Progress will be monitored across a half term and SMT will receive regular updates on target areas.**

**Signs of improvement between initial monitoring and later examples e.g. observations**

**Consistency seen across all curriculum areas in teaching, planning and delivery**



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Final Outcomes (and so?)

How will pupils, teachers and the school benefit?

**Short term**

**Consistent approaches across school used when questioning**

**Familiar routines will reduce extraneous overload**

**Children will become comfortable with ‘cold call’ ‘no opt out’ strategy and work more collaboratively**

**Teachers will develop use of retrieval practice across lessons and have a clear picture of what should be learnt by the end of each unit**

**Medium term**

**Planning to show areas where metacognition is used**

**Displays/working walls to support learning in all classrooms**

**Long term**

**Assessment in foundation subjects to show impact of metacognition and recall**

**Clear tracking of attainment and curriculum/unit coverage to be reviewed yearly**

Implementation Outcomes (how well?)

How will you know that it is working?

Do staff feel the approach is feasible and useful?

**Short term**

**Staff will understand how the ‘Developing Great Teaching’ evidence underpins our framework for coaching**

**Majority of subjects will have an ‘expert’ area to offer support**

**Staff to give feedback to constructively develop the programme for our setting**

**All staff will be part of a triad coaching team**

**Monitoring will be succinct and relevant across a consistent format (in all areas of curriculum)**

Implementation Activities (how?)

How will it be done?

What blend of activities are required?

**Training**

**Consider coaching triads to be re-introduced in Summer term 2 based on audit of expertise in school**

**CPD – Staff meetings with CTh, One Wakefield with CT**

**Educational materials**

**Guidance in ‘Developing Great Teaching’ to inform structure and organisation**

**Cognitive Science approaches in the classroom – EEF**

**Rosenshine’s Principles of Instruction**

**A thematic interpretation for teachers – Tom Sherrington**

**Monitoring**

**-Observations to be carried out half termly and next steps recorded.**

**-Assessment trackers to be developed to monitor attainment (based on knowledge organisers)**

**Feedback to be based upon ‘coaching conversations’ to encourage reflective discussion to inform teacher development**

Intervention Description (what?)

Problem (why?)

What needs to change e.g. teacher behaviour, student behaviour, attainment?

**Teachers**

* **Lack of CPD around metacognition**
* **Lack of understanding of metacognition strategies and how to to implement this**
* **Lesson plans not adapted to suit learner’s needs i.e. use of scaffolding, links to previous learning**
* **Too many extraneous distractions (classrooms, lessons, sequence of lessons)**

**Students**

**-Poor metacognition skills**

**-Lack of opportunity to develop long term memory and build schemas**

**-Unable to make strong connections between prior learning and new learning**

**Attainment**

**-More clear assessment of progress in foundation subjects needed – link to coverage and vocabulary learnt in each unit – What should students know by the end the unit? Clarity needed.**