**XXX School’s Literacy Action Plan 2012 Term 1**

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| **Design** | **Responsibility** | **Time** | **Resources** | **Evaluation** |
| Teacher observations: reading lessons | Literacy Leaders | Completed by the end of term 1 | Observation templates | Past goals analysed and reflected upon. Identified key components of a quality literacy programme are used to provide the basis for feedback and feed forward of the observation. New goals identified and collaborative action plans developed. |
| Reading and Writing scenarios each teacher to read and evaluate a literacy lesson | Literacy Leaders | Week 3 Term 1 | Scenario | Individual strengths and needs of teachers identified |
| Assessment of students:  Writing samples  Running records  Essential word lists  e-asTTle  Essential skills (Yr 5/6)  Schonell  6 year nets  5 year testing | Class teachers administer and analyse.  Literacy leader complete 5 and 6 year net testing | During weeks 2 to 9 | Staff and syndicate meetings to go over the administration and analyse of the assessment tools  Access to the assessment tools for each teacher. | * Student’s individual strengths and needs are identified. * Teachers group children to cater for diverse needs. * Children have individual goals and are able to talk about what they are learning and where to next. * Rates of progress are increased |
| Data Analysis | Literacy leaders  Class teachers  Learning support department  ESOL department | Ongoing |  | * Students at risk are identified * Needs identified for groupings * Next steps identified and addressed * Self review of programmes and learning opportunities provided * Sense of urgency * Maintaining rates of progress * Children meeting the standard across the curriculum in literacy. |
| Induction of new staff | Literacy leaders  Syndicate leaders | Meet at least twice over the term to discuss literacy initiatives with literacy leader.  Ongoing conversations with syndicate leaders | School curriculum implementation plan  Assessment Manual  Planning guidelines | There is a clear understanding of the literacy expectations at XXX school. |
| Professional Learning Communities | Literacy Leaders  Learning support  ESOL | See PLC overview |  | Increased knowledge and understanding of: programmes, progressions, standards, assessment, resources, rates of progress, tools, strategies, processes.  Collective responsibility for maintaining student achievement. |
| Moderation discussions | All teachers  Literacy Leaders | Throughout the term | School assessment manual  Samples of children’s work, observation notes | Consistency in making overall teacher judgements across the school |
| Literacy across the curriculum | All Teachers  Leaders  ESOL  Learning Support | Ongoing | Inquiry model  Big Picture Plan  Team planning  Assessment overview  ESOL cohort assessments | Knowledge around literacy resources  Identifying oral language as the basis for reading and writing  Planned and deliberate acts of teaching support and enhance learning achievements and progression  Actively seeking authentic opportunities to further develop oracy skills |
| Cross Curricula Links | All teachers | Ongoing | Big Picture Plan  Team Plan | Children are using literacy to meet the reading and writing demands of the curriculum.  Literacy to access the curriculum  Literacy across the curriculum |