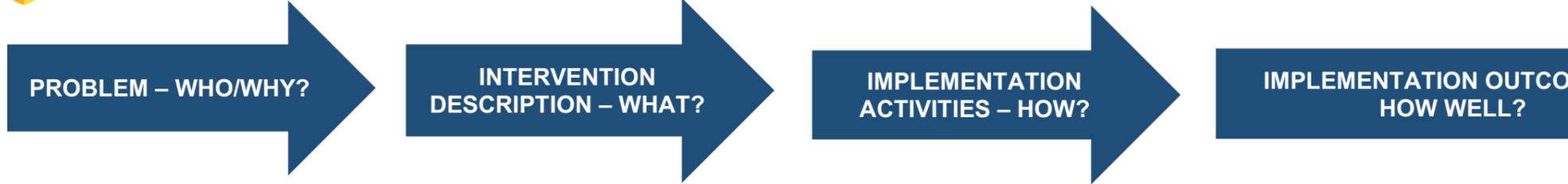




Rosslyn Park Primary School – Implementation Plan for Reading– 2



What needs to Change?	What are the active ingredients of the Intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of implementation activities are required?	How will you know that it is working?
<p>Leadership Reading outcomes are below the national average and have been over a three year period.</p> <p>School closure has increased the attainment gap between disadvantaged and non-disadvantaged pupils in reading.</p> <p>Pupils Pupils need an extended wider knowledge through exposure to a well-structured curriculum underpinned by high quality texts.</p> <p>Develop a range of vocabulary through sequenced teaching of tiered vocabulary.</p> <p>Pupils have to read more widely and more often particularly beyond the classroom.</p> <p>Accelerated early language acquisition within EYFS so that they are able to rapidly develop early reading skills including phonics.</p> <p>Staff</p>	<p>Active Ingredient One <i>Effective Leadership:</i></p> <ul style="list-style-type: none"> Leaders set clear expectations and enable staff to follow a consistent approach to reading. Leaders coach staff to improve teaching of reading. Leaders use data analysis to set clear areas for development. Leaders use monitoring of teaching standards to set clear areas for individual staff and whole school improvement. Appraisal is used effectively to set clear targets for all staff. Leaders enable the further developing of reading teaching and learning within the COVID-19 pandemic safety restrictions <p>Active Ingredient Two <i>Supported Pupils</i></p> <ul style="list-style-type: none"> Pupils have access to an effectively planned and well sequenced curriculum. Pupils have access to a range of high quality texts for all abilities. Pupils have access to a range and quality of books for learning and reading for pleasure. Pupils receive language interventions in order to accelerate 	<p>Training <i>Leadership</i></p> <ul style="list-style-type: none"> <i>Leadership Applied</i> and <i>Transform Applied</i> are used to build on Senior and Middle leadership expertise. Associate Head Teacher supports English lead in refining and developing training and coaching individual staff. <ul style="list-style-type: none"> Education Endowment Foundation: <ul style="list-style-type: none"> ➢ Toolkit ➢ Improving Literacy in KS1 ➢ Improving Literacy in KS2 ➢ Metacognition and self-regulated learning ➢ Putting evidence to work ➢ Working with parents to support children’s learning <p><i>Teachers</i></p> <ul style="list-style-type: none"> Reading conceptual knowledge and teaching strategies are part of INSET and regular staff meetings. Staff develop further expertise through peer to peer observations. English lead and Phase leaders coach and mentor individual staff and target identified areas for development in specific year groups. <i>Language to Learn</i> supports the whole school provision of speech and language development and provides 	<p>Short Term (by December 2020): <i>Fidelity:</i></p> <ul style="list-style-type: none"> Shared understanding of the v approach to reading and the c Interventions implemented fo Catch Up funding allocated to evidence based high quality in programmes. <p><i>Reach:</i></p> <ul style="list-style-type: none"> Standards of teaching of readi for all staff. All pupils have end of year targ upon holistic understanding of children. Baselines have been complete analysis used to identify gaps i <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> Book audit completed and gap identified. <p>Medium Term (by April 2021): <i>Fidelity:</i></p> <ul style="list-style-type: none"> Staff are engaging with a rang order to implement evidence i interventions. <p><i>Reach:</i></p> <ul style="list-style-type: none"> Monitoring indicates that all t is highly effective. Parents are fully aware of hom expectations and have been p support on how to implement Staff use their strong relations to have an open dialogue abou



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<p>Effective Interventions implemented based on formative and summative assessments including gap analysis.</p> <p>Utilise reading interventions with strong evidence based programmes which accelerate pupils’ progress.</p> <p>Collaborative work across the whole school ensuring that all children are considered holistically.</p> <p>Plan and teach lessons and sequences of lessons which systematically build extensive vocabulary knowledge and retention.</p> <p>Policy Reading policy links clearly with whole school curriculum and underpins conceptual and sequential learning.</p>	<p>speech and language development.</p> <ul style="list-style-type: none"> Targeted interventions are used to accelerate pupils’ progress. Individual pupils receive precision teaching based on sound formative assessment. Pupils develop reading stamina. Pupils develop extended vocabulary knowledge and retention. Pupils are excited and motivated to read beyond the classroom including at home. <p>Active Ingredient Three Empowered Staff</p> <ul style="list-style-type: none"> All staff have a love for reading, they promote books and reading activities and act as inspirational models. Staff are highly skilled teachers and facilitators of all aspects of reading. Staff understand individual pupils’ barriers to learning to read and plan differentiated lessons to overcome these. Staff plan the curriculum and individual lesson to build upon the skills and knowledge pupils have previously developed. Staff use evidence based interventions to support identified pupils. Staff give clear and precise feedback to pupils in order to promote self-regulated learning. <p>Active Ingredient Four Relevant Policy</p> <ul style="list-style-type: none"> All staff, including support staff, understand whole school reading intent, Reading policy and practices. 	<p>training for all staff every half term.</p> <p>Monitoring</p> <ul style="list-style-type: none"> Data analysis of pupils’ progress through standardised tests - NTS and gap analysis Data analysis of pupils’ progress through teacher’s assessment of the curriculum reading standards Regular review of reading interventions used for groups and individual pupils Pupil Progress Meeting and Teacher Appraisal Teaching standards are monitored through planning scrutiny, work scrutiny and lesson visits Trust Reading review and Deep Dive <p>Parents</p> <ul style="list-style-type: none"> Reading expectations are shared with parents. Strategies to support reading development are shared with parents. Reading targets are regularly reviewed at parent meetings. <p>Educational Resources</p> <ul style="list-style-type: none"> English lead and Reading Recovery teacher audit reading materials and banded books. New high quality books from different genres and for all abilities are purchased in addition to the existing library collections. Digital resources including both software and hardware are used to support accelerated reading progress. 	<p>Acceptability:</p> <ul style="list-style-type: none"> Monitoring, including pupil interviews, has resulted in a high level of engagement with reading lessons. High quality texts have been purchased. <p>Long Term (September 2021):</p> <p>Fidelity:</p> <ul style="list-style-type: none"> Parents understand how to effectively support their children’s reading at home. Parents have a clear understanding of their child needs to do to improve their reading. Impact of the reading curriculum has been seen throughout the school. <p>Reach:</p> <ul style="list-style-type: none"> Standards of teaching of reading have been set for all staff. All pupils that require intervention have received Speech and Language therapy from <i>Language to Learn</i>. <p>Acceptability:</p> <ul style="list-style-type: none"> Pupils have high levels of engagement with the reading curriculum because their reading has been well developed and the curriculum meets their needs.
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