

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
E1 Refine and embed new assessment systems for tracking and accelerating pupil progress	DC/CS	<ol style="list-style-type: none"> 1. Consolidate twice yearly use of NFER Reading tests and termly writing assessments using updated criterion scale. 2. Continue to review accuracy and consistency of test results across the school and support teachers to make informed teacher judgements from them 3. Support teachers and senior leaders in using assessment data in Target Tracker to analyse pupil progress and identify pupils needing additional intervention 4. Facilitate opportunities for teachers to standardise and moderate writing assessment judgements both across the federation and with other schools 5. Support Y2 and Y6 teachers with teacher assessment and testing procedures, building on lessons learnt in 2016 6. Introduce termly grammar and spelling assessments in KS2 to track pupil progress and support children with gaps in their learning 	<ul style="list-style-type: none"> - Teachers feel confident assessing pupils using a mix of testing and informed teacher judgement - Teachers can use assessment data to quickly and effectively identify gaps in pupils' learning and target interventions for vulnerable groups - Senior leaders can quickly and confidently analyse the progress of classes and vulnerable groups within them - Assessment judgements are reliable and consistent across the federation and with other schools - Y2 and Y6 teachers feel confident with end of key stage requirements - Y2 results are at least in line with national - Y6 results remain above national in Reading and in line in Writing 	<ul style="list-style-type: none"> - Staff meeting time - Senior management meeting time (with assessment data focus each half term) - Discussions with phase leaders - Individual work with teachers in particular year groups 	



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E2 Develop children's ability to edit and improve their own writing	DC/CS	1. Plan and deliver staff meeting sharing ideas for effective editing 2. Agree progression in teaching of editing skills through school 3. Teachers adapt planning to give regular opportunities for editing and improving parts of writing 4. Monitor children's editing skills through book surveys and review and refine practice accordingly	- Children become progressively more confident and independent in editing their writing - Progress in writing is at least good across the school, especially for vulnerable groups - More children are reaching age-related standards in writing - Y2 and Y6 results are at least in line with national	- Half termly review of writing books to monitor evidence of children's editing and its impact on writing standards	
E3 Continue to ensure teacher feedback has a strong impact on children's progress	DC/CS	1. Recap writing marking and target setting systems agreed last year so they continue to be used consistently by all staff 2. Review writing books regularly to ensure writing marking and targets are being used consistently and effectively 3. Refine and adapt systems as necessary to ensure strong impact on pupil progress in writing, especially for vulnerable groups	- Marking and feedback is used effectively and consistently in an age-appropriate way throughout the federation - Pupils are clear about their key next steps in writing and are motivated to try to achieve them - Progress in writing is at least good across the school, especially for vulnerable groups - More children are reaching age-related standards in writing - Y2 and Y6 results are at least in line with national	- Frequent SM meetings to review writing books/folders to monitor effectiveness of marking and target setting, fed back through individual teacher monitoring sheets	



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E4 Widen the range of opportunities for children to engage with their reading	DC/CS	1. Review comments being made in Reading Record books by TAs, parents and pupils and provide support materials to help develop their quality 2. Plan half termly opportunities for children to complete reading tasks reflecting on their personal reading 3. Plan regular school-wide reading challenges to develop reading for pleasure and discussion of texts	- Children can talk confidently and deeply about their independent reading choices - Most children are reading regularly and with increasing stamina through the school - Reading Record books show a high quality of comments about children's personal reading	- Termly review of Reading Record books - Pupil interviews to gauge children's confidence to discuss their personal reading choices	
E5 Improve children's inference skills	DC/CS	1. Introduce Inference Training intervention in Y5&6 at both schools and train extra teachers in how to use it 2. Train Y4 and Y5 teachers and TAs to incorporate some of the Inference Training techniques and strategies in their guided reading sessions	- Pupils in Upper KS2 with weak inference skills make better progress in Reading - Children are more curious and questioning about their reading	- Review guided reading record sheets - Review Reading assessment data for pupils who have received Inference Training to gauge impact	