

<b>Summary of Key Actions Moving Forward 2019-20</b>	
<b>Accelerated Reader programme</b>	Action plan attached. Review and reinvest in the Accelerated Reader programme, with a member of staff from the English department taking a lead on this initiative. The programme has now been extended over the whole of KS3 with students currently receiving one dedicated lesson per week focusing on reading. We are currently reviewing whether this time would be better divided into 3 x 20min slots, using tutor time as well as lesson time. This is to improve engagement as students have struggled reading for a full hour in some cases. Further, we are intending to create a reading hub in the English and Maths block so that there is a space available for quiet reading in both buildings. Finally, we will also be investing in a program called Lexonik. This will sit under Accelerated Reader and is a 6-week phonics programme that will support A band. It has been seen to improve reading age by up to 27 months in the 6-week period.
<b>Teaching of SPAG</b>	A teaching and learning strategy will be put into place to explicitly address the gaps in knowledge surrounding spelling, punctuation and grammar. This will include marking strategies for staff to highlight errors, key word glossaries, the use of structure strips to assist with extended writing and frequent book looks to evaluate impact.
<b>GL Progress Testing and CATS Testing</b>	All Y7 students will be assessed using the GL suite of assessments during the first term. There are two tests that will take place – a progress test in English and Maths and a cognitive abilities test. The reports created from these tests give clear and diagnostic feedback on the strengths and areas of weakness for students. These can then be built into schemes of learning and inform any additional interventions that are taking place. A further set of progress tests in English and Maths will take place at the end of the academic year to evaluate the impact of the interventions and teaching strategies put into place.
<b>Maths &amp; English learning facilitator</b>	This member of staff will be working with small groups of students in English and Maths not currently performing at the secondary-ready standard, focusing on gaps identified from internal assessment, GL and KS2 QLA.
<b>Maths Y7 Lead</b>	A member of the Maths team will be given additional responsibility to oversee the curriculum and intervention for Y7. Moving forward, the role will then look more at numeracy across the curriculum, supporting subject areas that have to teach more basic maths skills as part of their course. This will lead to consistency of methods and terminology used.

<b>Monitoring and Evaluating Strategies</b>	<b>Lead</b>
<b>Process</b>	
Regular Monitor and tracking of student progress following each data capture	BKN
Analysis of progress and implementation of targeted intervention for not catching up quick enough	BKN
Regular monitoring and consultation via student voice	ABT
Annual evaluation of impact and areas for development	BKN