

**Subject Leader Raising Aspirations Plan**

**Subject: English**

**Academic year 2020 - 2021**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding Page 64 | * Have high ambitions for all children in the teaching of all aspects of English teaching taking into accounts gaps in learning , briding these through well planned bridging units in the first part of the autumn term. |
| 1. The quality of education   (Teaching, Learning and Assessment) Page 41 | * The English curriculum is planned and sequenced so that skills and knowledge build on what has been taught previously. |
| 1. Personal Development. Behaviour and attitudes   Page 52 and Page 58 | * All groups within school will have equality in the quality of teaching and expectation with regards to the teaching of English. |

 Please refer to the Inspection Handbook for guidance.

**Raising Aspirations Plan Autumn**

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| 1. Leadership and Management including safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Have all staff got high ambitions for all children whilst taking into account current gaps in learning? * Are a range of culturally diverse authors/texts being introduced to the children? | | | | |
| **Half-termly Milestones to Achieve Annual Targets Pupil chats, pupil progress meetings, lesson observations, book scrutinies** | | | | | |
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| **Actions for each half term**   * Purchase Lancashire Bridging units and distribute to all staff * Talk to staff to find out where the children are in relation to end of year assessments * Begin to collate cultural diversity within the materials being used in English at Longton | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2020 15 Weeks** | | | | | |
| **Purchase Bridging units** | | Week 1 | SF | G | G |
| **Meet with staff to discus previous assessments** | | Week |  |  |  |
| **Remind staff to complete diversity documents** | | Week |  |  |  |
| **Look at diversity following staff meeting** | | Week |  |  |  |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * What developments are being put forward to ensure there is a sequenced approach to the teaching of English? | | | | |
| **Half-termly Milestones to Achieve Annual Targets chat with English Gov, staff questionnaires, analysis of data** | | | | | |
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| **Actions for each half term**   * Meet with Governor responsible for English * Ensure all staff have transition documents * Analysis of Autumn data – collate who is on track and who is not * Look at IEP and More Able provision and Interventions for children at all levels of attainment | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
| **Meet with English governor** | | Week |  |  |  |
| **Transition documents** | | Week |  |  |  |
| **Analysis of data** | | Week |  |  |  |
| **Look at provision and interventions** | | Week |  |  |  |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Are all groups within school making at least expected progress? * Is the delivery of interventions at least good? * Are interventions planned? * Is the impact of interventions being recorded ?. | | | | |
| **Half-termly Milestones to Achieve Annual Targets analysis of data, assistant teacher appraisal observations, provision maps, intervention timetables** | | | | | |
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| **Actions for each half term**   * **Observation of intervention sessions** * **Collate all English interventions throughout school** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2020 15 Weeks** | | | | | |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Spring**

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| 1. Leadership and Management including Safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2021 12 Weeks** | | | | | |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2021 12 Weeks** | | | | | |
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**Raising Aspirations Plan Spring Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Summer**

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| 1. Leadership and Management including safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Summer 2021 11 Weeks** | | | | | |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
|  | | | | | |
|  | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2021 11 Weeks** | | | | | |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
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| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
|  | | | | | |
|  | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Summer Term 2021 11 Weeks** | | | | | |
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**Raising Aspirations Plan Summer Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |