**Action Plan – JES**

Context behind my school: ‘…is an average-sized comprehensive school. Most students are White British and very few speak English as an additional language. The proportion eligible for free school meals is well below the national average. A much lower proportion of students have special educational needs and/or disabilities than in most schools and the proportion with a statement of special educational needs is much lower than average.’ <https://files.api.ofsted.gov.uk/v1/file/1984071>

There is a strong ethos of high achievement and this is underpinned by the principles of the school: Inspire, nurture, achieve and excel. This has led to the school achieving some of the highest results for state schools in the local area (August 2018 82% of pupils achieved a grade 9-4 in English and Maths) yet when looking at Progress 8, not much value is added. I wanted to look at how this could be developed in a way that is low impact with high rewards.

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| **Action** | **Impact on Student Outcomes** | **Timeline** |
| Develop the use of vocabulary for all pupils:   * ‘Word of the Week’ to be embedded into the school culture. * Activities for pupils and tutors to complete during tutor time * Key words added to all English SOLAs and spread this out to the whole school * Leading improvement of vocabulary in English – Homework sheets * Evolution of the vocabulary based on teacher feedback * Sharing best practice through teacher evaluation – Google Forms/ Survey Monkey * CPD for the whole school * Credit system to have vocabulary within the framework | * Improved reading ages to access texts in all subjects * Improved wellbeing derived from using complex vocabulary in their own work * Improved progress 8 linking to the use of Tier 2 vocabulary across the school consistently. | Mat leave   * Research into best practice * Compose the key word list for ‘Word of the Week’ and create the tutor time activities   Autumn Term   * Initial meeting with head teacher to discuss the importance of developing vocabulary and ideas how we can develop it. * Survey completed by staff to gather their ideas. * Embed the ‘Word of the Week’ into English lessons * During department time add key vocabulary to our LTPs to use as a model for the rest of the school   Spring Term   * Initial meeting with all staff explaining the ‘why’, outlining expectations, and how vocabulary can be developed in all classrooms. * Complete learning walks * Ensure that ‘Vocabulary’ credit is added to Class Charts * Discuss with English department how vocabulary homework can be used within our SOLAs. * Tutor time activities to be distributed once a week along with a whole school email with the word shared with all staff, not just teaching staff. * Discussion with HoDs to see if they can add key vocabulary to their LTPs after discussing it with their teams.   Summer Term   * A follow up staff survey on how they found the ‘Word of the Week’ * English team to look at the SOLAs again and adapt/edit the key vocabulary * Construct a new list of key vocabulary for the following year * Analysis on the credit system and how the vocabulary credit is being applied * Pupil voice on their opinions on the vocabulary that is now being used |

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| **Partnerships** | **Measurables** | **Barriers to Overcome** |
| * English department teachers * SLT link TNE * HoDs of core and other subjects | * Learning walks * Use of vocabulary within the school culture, and being visible in classrooms * Credits awarded for the use of the vocabulary | * Reluctant tutors – don’t want another thing added to their tutor times * Reluctant teachers – bottom of their priority list * Perception that it will be added work rather than benefitting the students * Administration of the ‘Word of the Week’ ppt and displays to the whole school * Time to complete learning walks |