

**Education Development Plan 2002 – 2007: revision 2003**

<b>Priority 1C: Raising Attainment in Literacy</b>				
<b>Links to other plans or parts of the EDP</b>	<b>Priority 1,2,3,4,5,6 Excellence in cities plan, Education Action Zone plans, Family Learning plan, Social/educational inclusion plans, ICT plan, Neighbourhood Renewal Plan</b>			
<b>Activity 1c. 1</b>	<b>Improve the quality of teaching and learning in targeted/ 'intensive' schools</b>			
<b>Key SSRE Area</b>	<b>1</b>	<b>The curriculum</b>		
<b>Targets/Success Criteria:</b>			<b>Evaluation: how/when/by whom</b>	
<ul style="list-style-type: none"> <li>• LEA achieves 2004 targets for KS2 English (77%)</li> <li>• 2004KS2 writing score is at least 5</li> <li>• Percentage of schools' performance that is in line with or better than similar schools at the end of KS2 increases by 10% annually</li> <li>• Attainment in intensive schools rises by at least x% in 2004English test from 2003 levels</li> <li>• Quality of English teaching in 'intensive' schools is at least 90% satisfactory and 40% good and better after 3 terms support</li> <li>• 100% teachers in 'intensive schools participate in central or school-based training programmes</li> <li>• 95% training evaluations are satisfactory or better and 70% good and better</li> </ul>			Annually by Head of School Improvement using school and LEA performance data.	
<b>Actions</b>	<b>Responsible Personnel</b>	<b>Target audience</b>	<b>Monitoring how/when/by whom</b>	<b>Timing/Timescales</b>
1a) Provide school-based guidance and training for all 'intensive' support schools in curriculum planning and delivery.	Senior Teaching and Learning Consultant	Headteachers, DHTs, Assessment Co-ordinators, English and EMA Co-ordinators	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing
1b) Provide school-based guidance and training for all 'intensive' support schools in assessment and curricular target setting for classes, groups and individual pupils, including the use of ICT databases for pupil tracking.	Senior Teaching and Learning Consultant	Headteachers, DHTs, Assessment Co-ordinators, English and EMA Co-ordinators	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing
1c) Provide guidance, training and support for 'intensive' schools on the use of ICT to enhance the teaching of literacy	Senior Teaching and Learning Consultant & Primary ICT Consultant	Teachers in 'intensive' schools	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing

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2) Plan and deliver central and school-based training programme on the effective teaching of speaking, listening, reading and writing in the Foundation stage and at KS1 and KS2, with an emphasis on aspects of teacher subject knowledge	Senior Teaching and Learning Consultant	All teachers/Teachers in 'intensive' schools	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing
3) Continue and develop Leading Teacher programme and support 'intensive' schools in implementing best practice observed during visits to demonstration days.	Senior Teaching and Learning Consultant	Teachers in 'intensive' schools	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing

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<b>Activity 1c.2</b>	<b>Improve the management of monitoring, performance and assessment data to plan targeted intervention programmes and accelerate pupil progress, particularly that of underachieving and high ability pupils</b>			
<b>Key SSRE Area</b>	<b>1</b>	<b>The curriculum</b>		
<b>Targets/Success Criteria:</b> <ul style="list-style-type: none"> <li>• 70 % boys attain a level 4+ in the 2003 English tests</li> <li>• 65% African-Caribbean pupils attain level 4+ in 2003 KS2 English test</li> <li>• 70% pupils at EAL stage 3 attain level 4+ in 2003 KS2 English test</li> <li>• All schools:                             <ul style="list-style-type: none"> <li>• Have robust systems for tracking pupil progress in English</li> <li>• Accurately identify pupils at risk of underachievement</li> <li>• Accurately identify very able pupils and those with high ability in other curriculum areas, but low levels of literacy</li> <li>• Provide effective catch up programmes to accelerate progress of underachieving pupils</li> <li>• Provide effective programmes for high attaining pupils to accelerate their progress</li> </ul> </li> <li>• 95% school have attended the training for ELS</li> <li>• At least 5 additional schools implement BSA 72 hour/Family Literacy programmes in 2002-2003</li> <li>• 80% parents/carers completing BSA 72 hour Family Literacy programmes achieve national accreditation (Wordpower/LOCON)</li> <li>• 20 schools offer family literacy/language workshops to parents/carers (including 'Keeping up with the Children')</li> </ul>			<b>Evaluation: how/when/by whom</b> Annually by Head of School Improvement using school and LEA performance data.	
<b>Actions</b>	<b>Responsible Personnel</b>	<b>Target audience</b>	<b>Monitoring how/when/by whom</b>	<b>Timing/Timescales</b>
1a) Provide central training programme for all schools on the use of performance and assessment data and the use of curricular targets to raise attainment in English.	Senior Teaching and Learning Consultant	Headteachers, English Co-ordinators, class-teachers Governors	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing
1b) Provide central training on each of the National Literacy Strategy 'catch up' initiatives (ELS, ALS, FLS) to accelerate the progress of underachieving pupils.	Senior Teaching and Learning Consultant	Pupils at risk of under-achievement Teachers Teaching Assistants	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing

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1c) Provide guidance, training and support for schools in raising attainment in reading and writing for KS2 pupils at EAL stage 3.	Senior Teaching and Learning Consultant	KS2 pupils at EAL stage 3	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing
1d) Contribute to the induction training programme for teaching assistants to improve the quality of support for pupils.	Senior Teaching and Learning Consultant	Teaching Assistants and teachers	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Autumn and Spring
2a) Provide guidance, training and support for schools in raising the attainment of under-achieving groups, including boys and African-Caribbean pupils.	EMAG Advisory Teacher	Pupils at risk of under-achievement	Termly report to Principal Adviser (Primary) by EMAG Advisory Teacher	Continuing
2b) Adapt ELS and FLS materials to meet the needs of pupils learning EAL and African-Caribbean pupils.	EMAG Advisory Teacher	Pupils at risk of under-achievement	Termly report to Principal Adviser (Primary) by EMAG Advisory Teacher	Continuing
2c) Provide guidance, training and support for teachers and teaching assistants in accelerating the progress of pupils at EAL fluency Stages 1/2.	Senior Teaching and Learning Consultant	Pupils in early stages of English acquisition	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Continuing
3a) Expand Family Literacy programmes, including BSA 72 hour course and shorter workshop programmes to improve parent/carer literacy skills.	Senior Teaching and Learning Consultant	Families of under-achieving pupils	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Autumn 2003
3b) Establish family language classes in 16 schools for refugees and asylum seekers to accelerate the early acquisition of English.	Senior Teaching and Learning Consultant	Refugees/asylum seeker families	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Autumn 2003 and Spring 2004
4) Continue and expand reading volunteer schemes.	Senior Teaching and Learning Consultant	Under-achieving pupils	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultant.	Autumn 2003
5) Continue to develop links with outside agencies to enrich and extend the learners opportunities available to G&T pupils.	EiC G&T Co-ordinator	High-ability pupils	Termly report to EiC Coordinator by G&T Coordinator	April 2003 – March 2004
6a) Support schools to provide targeted support to those able pupils whose literacy skills are hindering progress/performance.	EiC G&T Co-ordinator	High ability pupils with language acquisition difficulties	Termly report to EiC Coordinator by G&T Coordinator	April 2003 – March 2004
6b) Joint training provision with SEN team aimed at pupils not making progress in catch up programmes.	Senior Teaching and Learning Consultant/Jessica Chappell	Under-achieving pupils not responding to 'catch up' activities	Termly report to Principal Adviser (Primary) by TBA	Spring 2004