



Curriculum Action Plan
Subject: English (2025-26)

LEADERSHIP AND MANAGEMENT							
Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Subject leadership development	<ul style="list-style-type: none"> Complete any 2023/2024 actions from the plan Complete 2024/2025 actions Plan is published on the school website PSL/ESL to attend courses to update subject knowledge 	VA/JF	Before May half term ongoing	Time Courses Class cover where needed	<ul style="list-style-type: none"> NOVs from LA show effective leadership and teaching in English across the school Plan reflects the achievements made by the VA/JF and measures impact to enable forward planning SSE practices are strong and reflect current practises/attainment and achievements 	SLT FGB	
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> Consistency in books in-line with whole school procedures Review LTP for Writing SOWs in terms of being fit for purpose – knowledge rich, skill development, links to cultural experiences and real-life opportunities Ensure cross curricular links are exploited where possible Complete work scrutiny to ensure curriculum coverage Complete learning walk to ensure learning environments show a broad and balanced curriculum 	JF	Termly	Time	<ul style="list-style-type: none"> Books should show progression within and across year groups Book demonstrate age related expectations (except where provision map shows otherwise) Books show a breadth of texts and genres studied Books show modelled, shared and independent tasks, Opportunities for independent application of skills is evident Presentation/handwriting is good English working walls demonstrates text features and appropriate grammar as well as models of good writing techniques 	SLT FGB	
Develop assessment practices	<ul style="list-style-type: none"> Ensure all staff are uploading data to INSIGHT to track assessment of Reading/writing outcomes termly and end of year objectives are met tracked and met. 	VA/JF	Termly	Time	<ul style="list-style-type: none"> Lessons include opportunities for Afl, self-assessment and editing Children are aware of year group standards and know their targets for next steps of learning Tracking and assessment tools are used to plan lessons ensuring next steps of learning are met. 	SLT FGB	

	<ul style="list-style-type: none"> Phonics is tracked half termly through formal assessment practices Support teachers with secure understanding of assessing writing and how to use P-scales document. 				<ul style="list-style-type: none"> Moderation chats held with staff throughout the year to monitor assessment of writing. 		
Develop links with prior learning	<ul style="list-style-type: none"> Ensure children have a clear understanding of audience, purpose and features (including grammar) of genres taught LTP ensures that texts are taught in a spiral curriculum building on prior learning to create increasingly effective texts 	VA/JF	End of July 2026	Time	<ul style="list-style-type: none"> Children are secure in their ability to explain their prior learning and can communicate this to a range of stakeholders 	SLT FGB	
Consider end points	<ul style="list-style-type: none"> Expectations clear with staff and communicated with stakeholders 	JFVA	End of July 2026	Time	<ul style="list-style-type: none"> Expectations given out to staff in September. Year 6 objectives given to parents at open evenings. English staff meeting to explain objectives and end point to teachers and to discuss progression to this point. 	SLT FGB	
Reporting to stakeholders	<ul style="list-style-type: none"> Complete end of year report for FGB Take part in Governor monitoring visits Complete deep dives with SLT/SIA 	JF/VA	End of July 2024 End of July 2024/2025	Time	<ul style="list-style-type: none"> All stakeholders have an awareness of standards and effectiveness of the English curriculum including phonics 	SLT FGB	

QUALITY OF EDUCATION

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
To improve monitoring of the quality of teaching and learning	<ul style="list-style-type: none"> Evidence gather to enable a full understanding of areas of strength and areas for development Regular monitoring of the quality of teaching and learning 	VA/JF	Ongoing	Time	<ul style="list-style-type: none"> Lesson observations and drop ins demonstrate at least 'good' teaching and learning Staff are confident in teaching reading and writing according to Eynesbury guidance 	SLT FGB	

To ensure progression is key	<ul style="list-style-type: none"> Review implementation of writing SoW to develop increased independence in application of writing skills across KS2 Review implementation of writing SoW to ensure that genre features and grammar are learnt effectively Ensure pupils can effectively edit their writing to a good standard Maintain the English display to a high standard showing progression between different year groups 	JF/VA	Ongoing	Time	<ul style="list-style-type: none"> Displays show progression and are closely aligned to the SOW books show clear progression of skills in independent writing Assessments show progression of attainment based on year group expectations 	SLT FGB	
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> Learning is adapted to meet the needs of pupils with SEND. Seek advice from SENDco to support this aspect and then share with teaching staff. 	All teaching staff	Termly	Time	<ul style="list-style-type: none"> English/reading/phonics books show scaffolding/ differentiation/ annotations to show how pupils are supported. Observations show that all pupil are included and that lessons are adapted to meet pupil's needs. 	SENDCo FGB	

PERSONAL DEVELOPMENT/BEHAVIOUR AND ATTITUDES

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Safeguarding is effective	<ul style="list-style-type: none"> Ensure all safeguard practises are embedded and when completing drop in observations note any areas of strength and further areas for development Increase opportunities to develop children's voice through the use of a pupil survey All monitoring visits include a safeguard check Opportunities within lesson and book studies for safeguarding discussions are use effectively 	VA/JF	Ongoing		<ul style="list-style-type: none"> Children show high levels of wellbeing and involvement Children involved and interested in own learning Pupils are able to articulate clearly any issues Children feel safe Children's well-being is maximised 	SLT FGB	

Ensure breadth of opportunity for all learners.	<ul style="list-style-type: none"> • Opportunities to develop cultural capital provided (and evidenced in book). • Explicit links are made on long term overview to show links to British Values • Teachers make reference to links when appropriate. 	All teaching staff	Ongoing	Time	<ul style="list-style-type: none"> • Cultural Capital book updated • Lesson observations/ drop ins/ pupil voice shows pupils can identify how SLT links with British Values. 	SLT FGB	
Ensure learning behaviour has a strong positive impact on pupil progress	<ul style="list-style-type: none"> • Teacher expectations remain consistently high • Staff model thinking aloud to demonstrate learning process and resilience • Work is published to establish purpose and motivation 	All teaching staff			<ul style="list-style-type: none"> • Year group writing on negotiables are referred to frequently and expected in all children's work • Children are able to share work they are proud of • Children can articulate their targets including where they have used this in their work • Presentation in books is good • Displays within and beyond the classroom show examples of children's work 	SLT FGB	
Adopt a 'no opportunities missed' attitude to learning	<ul style="list-style-type: none"> • Reading for pleasure is modelled by teachers across the school • Writing for purpose is applied to all activities and all writing effort is valued and celebrated • Ensure texts are current and appropriate to curriculum and children's interests 	All teaching staff			<ul style="list-style-type: none"> • KS2 children continue to use writing journals • Opportunities for independent writing across the curriculum is prioritised • 	SLT FGB	

Written:	Summer term review:	Autumn term review:	Spring term review:	Final review:
Subject leader signature:				Date: