# Upper Wharfedale School: Development Plan (January 2023)

*Our over-arching goal is to "remain an inclusive, over-subscribed outstanding school where students develop holistically, make excellent progress and have high ambitions for their future."*

| Key development area: Literacy and Communication | Ofsted Framework link(s): Q of E/L and M |
|---|---|
| Link Governor(s): TBC | |

| Objective | Planned actions | Resourcing | Responsible | Timescale | Impact evidence | Monitoring/RAG |
|---|---|---|---|---|---|---|
| To be in the top 20% schools nationally for progress in English Language | Ongoing assessment In-class monitoring and intervention Tracking analysis Intervention programme Catch up tuition | Meeting time Networking time AQA/similar CPD Moderation time Intervention programme (PP) Catch up funding | TC (JM)<br><br><br><br><br>CR | August 2023 | Interim data collection<br><br>Mock and ongoing assessment results<br><br>Performance data Summer 2023 | TC and JM (CR) via data collection points, department QA and tracking |
| For PP (disadvantaged) students to make at least the same progress in English Language and Literature as their non-PP UWS peers | See above PP programme PP Learning Profiles Close monitoring at data collection points | Meeting time Intervention programme Catch-up tuition | TC (JM)<br><br><br>CR | August 2023 | Interim data collection<br><br>Mock and ongoing assessment results<br><br>Performance data Summer 2023 | TC and JM (CR) via data collection points, department QA and tracking |
| Review all current Literacy interventions to ensure clarity, efficiency and impact | Literacy Strategy Team (LST) Summary document for website/staff Clarity of identification, intervention and measuring of impact | Time for staff to lead Meeting time Catch-up tuition PP funding LSA time Literacy Co-ordinator time and resources | JM/TC (CR)<br><br>CR CR JLS TC/LT | February 2023 | Summary document in place for staff and on website Interventions ongoing and impact measures identified Progress reviewed and next steps planned | CR<br><br><br>TC/LT/JLS<br><br><br>TC/LT/JLS |
| Effective and timely, targeted intervention for those who arrive at UWS "not secondary ready" (Literacy) | Targeted and specialist intervention (see above) from LT/LSA team/TC/other | Time for staff to lead Meeting time Catch-up tuition PP funding LSA time Literacy Co-ordinator time and resources | TC/LT/JLS | Ongoing, reviewed termly until July 2023 | Interventions ongoing and impact measures identified Progress reviewed and next steps planned | Literacy Strategy Team JM/CR |

| | | | | | | |
|---|---|---|---|---|---|---|
| Formation of the Research Learning Group: Literacy and Communication | Staff elect to join group CPD meeting time for discussions Outcomes feed into Strategy team and departments Facilitate INSET: others | Time to source, share and read articles Meeting time Feedback time at whole-staff and dept meetings | CR JM/TC | Ongoing throughout academic year 22/23; review model Summer 2023 | Impact on department practice: feedback Inclusion in whole staff CPD and follow-up QA Raising awareness and staff discussion: L&C | Literacy Strategy Team JM/CR |
| To review the current presentation expectations and Literacy Marking Key | Review current expectations Assess whether that is now required Communicate updates to staff and students Monitor implementation | Time for LST to meet INSET time to share Time for QA Time for feedback to staff | Literacy Strategy Team | End of February 2023 | Impact on department practice: feedback Inclusion in whole staff CPD and follow-up QA Student voice Positive mpact on SPaG marks in GCSE subjects | Literacy Strategy Team JM/CR |
| Reading/challenging texts "read widely and often" | Teachers and form tutors reading *to* students | Reading time in lessons and form time | Form tutors Teaching staff | March 2023 and ongoing thereafter | Student voice Reading survey outcomes | Literacy Strategy Team JM/CR |
| | Exposing students to wide range of texts | Time in lessons and form time | Form tutors Teaching staff | See above | Staff voice | |
| | Promotion around school: photos of staff and students reading | Time to produce Reprographics | Literacy Strategy Team Admin team | End of February 2023 | Learning walks: form time | |
| | Refresh staff signs, "I am currently reading" | Time to produce Reprographics | LT/TC Admin team | End of February 2023 | Calendar of events | |
| | Readathon at Christmas of "A Christmas Carol" | Logistics and social media | CR/TC | December 2022 | Reading challenge completion | |
| | Promote Reading Challenges further with all students | Time in English lessons | English staff team | Ongoing from January 2023 | Parent voice Social media engagement | |
| | Library lessons in English | Time in English lessons Time to produce lists, share on website and by letter | LT/English staff team Teaching and LSA staff Faculty leads/HoS IT support | Ongoing from February 2023 (planned) March 2023 | Images and posters around school: high profile | |

| | | | | | |
|---|---|---|---|---|---|
| | Encouraging students to challenge themselves with reading choices; share suggested challenging text lists with parents/carers | Meeting time for LST | Literacy Strategy Team All staff: implement | Planned by end of February 2023 | | |
| | Plans for World Book Day 2023 | Time for LT and TC to meet | LT/TC | End of February 2023 | | |
| | Explore reading competitions and events (e.g Carnegie and Book Buzz) | Time for LT to explore Logistics support from site team Communications with students/parents | LT/Site team | Explored and planned by end of Feb 2023 | | |
| | Host a Book Fair (e.g. Scholastic) in school to coincide with a KS3 Parents Evening | Meeting time for LST Time for LT/TC to explore options | LT/TC (oversight) | Explored and planned by March 2023 | | |
| | Explore author visits and other extra-curricular opportunities (such as Carnegie, theatre visits, Bradford Literary Festival, Literacy DLD) | Time for LT to plan Communications Rewards: PP budget | LT (CR) | Planned by end of February 2023 | | |
| | Develop rewards further for those who engage with reading | Time to produce Reprographics | Literacy Strategy Team | End of February 2023 | | |
| | Images of staff and students reading around school, maybe reading in unlikely places/less expected subjects and students [e.g. Y10 boys] | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Further development of Oracy | UWS student debating club and then team for competitions | Staff time: coordination (NK/JM?) | Literacy Strategy Team | April 2023 | Participation in events and competition(s) | JM/TC |
| | Encourage staff to develop oracy through re-introduction of more group work and structured task talk (offer CPD) | INSET time and time for leads to plan and resource | See above | March 2023 | Learning walks evidence use of oracy strategies in lessons<br><br>Staff and student voice | Literacy Strategy Team |
| Developing "disciplinary literacy" | Subject-specific extended writing (e.g with structures and scaffolds), guiding students to "write like a [subject expert]" | Time to plan CPD<br>Resource-gathering<br>INSET time to share<br>Lesson time for implementation<br>Time to monitor/QA | Literacy Strategy Team | In place by end of March 2023 | QA shows evidence of these in use in subject areas<br>Students and staff confident in their use<br>Impact on assessment grades for extended writing in key subject areas | Faculty Leads/HoS |
| | Common reference points for extended writing across subjects for students (e.g. how to plan/structure; key principles for extended writing; teachers **modelling** this in lessons, with visualiser or on board) | Time to plan CPD<br>Resource-gathering<br>INSET time to share<br>Dept time to plan implementation<br>Lesson time for implementation<br>Time to monitor/QA | See above | In place by end of April 2023 | | |
| | Exposing students to more challenging subject texts (through teacher modelled reading, for example) | Lesson time<br>Homework time<br>Teacher planning time | Teaching staff | Ongoing from January Twilight INSET session | Student voice<br>Staff voice<br>QA evidences this in lessons | Literacy Strategy Team |

| Developing students' understanding and use of Tier 2/3 vocabulary | Form time "academic vocabulary" activity (weekly) | Development of resource: time INSET time to share Form time to implement | Literacy Strategy Team  Form tutors | Ongoing from January Twilight INSET session | Student voice  Staff voice  QA evidences this in lessons | Literacy Strategy Team |
|---|---|---|---|---|---|---|
| | Word of the Week (same word as above, encouraged to use across school and rewarded when students use in writing) | Development of resource: time INSET time to share Time: sharing with students Form/lesson time | Literacy Strategy Team  Teaching and LSA staff | Ongoing from January Twilight INSET session | Students using vocabulary across the curriculum | |
| | Subject areas sharing vocabulary lists with students Teachers making vocabulary explicit and exploring etymology/subject cross-curricular usage etc | Development of lists: meeting time  Lesson time | Faculty leads/HoS  Teaching staff | By March 2023 | See above Impact seen in subject specific responses and literacy activities Performance data | |