**** Lead Practitioner Review of Rap Plan

Report compiled by:Lead Practitioner - Teaching & Learning, Anne Duncan

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| Theme 1Raising Standards | * Appointed as Learning to Read Leader EYFS and KS 1
* Ensured EYFS, Year 1 and Year 2 had a complete SSP scheme for this academic year - writing a comprehensive interim programme for all year groups
* Audit of reading books in EYFS – Year 2 has ensured all early readers are phonically decodable as required in terms of best practice
* The introduction of new packs of phonically decodable Guided reading books for EYFS & Year 1, has supported repeated practice of phonic skills
* Regular review of reading data and information from SVOR, has led to increased scrutiny of lowest 20% of readers.
* Hearing children read was made key focus for all staff and monitored by LP and English Lead – feedback given to staff
* As Learning to Read Lead – regularly heard lowest 20% read, observed phonics practice in class and fed back to teachers. This lead to improved focus and consistency of teaching across EYFS and KS 1
* Supported Year 1 staff with preparation for Phonics Screening Check – pre-assessment completed, with regular checks on progress by working 1:1 with named children
* Outcomes: provisionally 85% children in Year 1 passed phonics screening check (threshold score yet to be announced) – 7 pupils continue to be supported with enhanced keep-up provision
* Transition to Little Wandle Letters and Sounds takes place September 2022
* Attended training webinars and fed back to SLT. Ensured relevant staff are prepared for transition by completing LW training modules
* INSET delivered to discuss key changes in provision, to ensure that we meet all features of effective practice
* Separate training for TAs to be provided to ensure consistency of approach.
* School website updated to reflect changes in phonics provision
* English Lead and Lead Practitioner have met fortnightly to discuss progress of readers in EYFS and KS 1
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| Theme 2Improving Teaching and Learning | * ECTs have been provided with comprehensive support and training – weekly meetings with mentor, Education Development Trust training blocks (one each half term)
* Staff have kept a professional file of study notes, lesson observations and work with other colleagues – this has been monitored and appraised by mentor
* Both teachers have been able to apply their training in the classroom to improve practice and demonstrate a broader understanding of their role
* They are confident teacher practitioners, using AfL more consistently in the classroom. Both are on track to successfully complete their first year of training as ECTs
* NQT staff member – completed induction year at the end of the spring term after receiving a weekly support package
* School Handwriting Scheme: as a result of audit of writing across the school decision made to put in additional support
* Teach Handwriting Scheme to be introduced in KS 1 Sept 2022.
* All staff have attended online webinars delivered by the scheme creator – materials are being trialled in Year 1
* Walk - rounds completed with English Lead and AH of INC to evaluate phonics and reading practice, with feedback to staff to raise standards
* Lead Practitioner and Curriculum Lead have completed joint work to evaluate the quality of the curriculum
* Curriculum Leads have been interviewed and prepared for deep-dives into their subjects and directed to develop quality and consistency of assessment in foundation subjects
* LP gave staff guidance to support enhanced assessment in foundation subjects – this has been monitored to check quality of assessment tasks
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| Theme 3Leading Learning | * Former NQTS continue to be monitored and supported - drop-ins, book looks, evaluation of planning
* Support has been given where appropriate. All continue to grow and develop with enhanced teaching skills and subject lead roles and responsibilities
* Strategic leadership of reading role has been developed and enhanced across the two terms to support staff in delivering SSP programme that meets the criteria for effective practice and to raise the profile of reading across the school
* Regular scheduled meetings with English Lead to ensure reading is at the heart of the curriculum and to support her role as strategic lead of English
* Meetings with Maths Lead to discuss and direct year group support for maths – feedback received
* Visible member of SLT supporting teacher development plans by monitoring planning, giving feedback and dropping into lessons to ensure QFT
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