

School Improvement Plan Summary

Blyth Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Increased higher band achievement in Reading</p>	<p>2022: 70% of Year 3 & 5 students to meet SEA in Reading, NAPLAN, with 50% demonstrating progress into higher bands 100 % of students demonstrating 12 months growth in PAT-R 80% of students in Year 1 meeting the Phonics testing of 28 or above out of 40.</p> <p>2023: 70% of students from Yr3 in 2021 maintaining or progressing into higher bands of NAPLAN Reading 100% of students demonstrating 12 months growth in PAT—R 80% of students in Year 1 meeting the Phonics testing SEA.</p> <p>2024: 100% of students reaching SEA, demonstrating progress of growth into higher bands of Reading Naplan at Year 3 & 5. 100% of students demonstrating 12 months growth in PAT-R 100% of students at Year 1 meeting Phonics testing</p>	<p>If we collaboratively design reading programs that actively engage children in critical reflection on texts and text structures, then we will see accelerated reading achievement.</p>	<p>During classroom observations, walk throughs and learning reviews, we will hear students:</p> <ul style="list-style-type: none"> • Share their reading goals and describe the next steps in their learning by articulating the thinking strategies they are using to help achieve their goals,describing metacognitive strategies they are using . • Understand and articulate genre specific information relating to different texts <p>When observing guided and independent reading activities, we will see and hear:</p> <ul style="list-style-type: none"> • Reception students reading decodable texts, practising phrasing and fluency. They will monitor meaning using concepts about print and emerging contextual, semantic, grammatical, and phonic knowledge. • Year 1 students reading decodable and predictable texts using developing phrasing, fluency, and contextual, semantic, grammatical, and phonic knowledge, & demonstrate prediction, monitoring meaning, re-reading. • Year 2 students reading less predictable texts with phrasing and fluency. They will combine contextual, semantic, grammatical, and phonic knowledge with text processing strategies, including monitoring meaning, predicting, re-reading and self-correcting. • Year 3 students reading an increasing range of different types of texts, by combining contextual, semantic, grammatical, and phonic knowledge, with text processing strategies. These will include monitoring, predicting, confirming, re-reading, reading on and self-correcting. • Year 4 students reading different types of texts by combining contextual, semantic, grammatical, and phonic knowledge with text processing strategies, such as monitoring meaning, cross checking and reviewing. • Year 5 students navigating and reading texts for specific purposes. They will apply appropriate text processing strategies, including predicting and confirming, monitoring meaning, skimming and scanning. • Year 6 students reading less predictable texts with phrasing and fluency. They will combine contextual, semantic, grammatical, and phonic knowledge with text processing strategies.



<p>: Increased higher band achievement in Writing</p>	<p>2022: 80% of Year 3 & 5 students to meet SEA in Spelling, Grammar & Writing, NAPLAN and demonstrating progress into higher bands 100 % of students demonstrating at least 12 months growth in Brightpath writing genres using the effect size of 0.4 being 12 months.</p>	<p>If we consistently use dialogic teaching to help students to identify, understand and consider language conventions & authorial choices associated with writing different text types across the curriculum, we will see accelerated achievement in writing.</p>	<p>During classroom observations, walk throughs and learning reviews, we will hear students: Share their writing goals, and describe their learning, using Brightpath.</p> <ul style="list-style-type: none"> • Articulate the strategies they are using to help achieve their writing goals • Contribute to dialogic activities within the classroom <p>Describe metacognitive strategies- During classroom observations, walk throughs and learning reviews, we will hear students: Share their writing goals, and describe their learning, using Brightpath.</p> <ul style="list-style-type: none"> • Articulate the strategies they are using to help achieve their writing goals • Contribute to dialogic activities they are using to support their learning • Understand and articulate genre specific information relating to writing tasks <p>When observing writing activities and collaboratively moderation of student writing, we will see:</p> <ul style="list-style-type: none"> • Reception students use familiar words, phrases, and images to convey ideas when writing. • Year 1 students understand the connection between writing, speech and images and create short texts for a small range of purposes. • Year 2 students create texts that show how images support the meaning of the text. They will create texts, drawing on their own experiences, their imagination and information they have learnt. • Year 3 students include writing and images within their own texts to express and develop experiences, events, information, ideas, and characters in some detail • Year 4 students create coherence and add detail to their texts and understand how to express an opinion based on information in a text. They will create texts that show understanding of how images and detail can be used to extend key idea and will create structured texts to explain ideas for different audiences. • Year 5 students create imaginative, informative, and persuasive texts for different purposes and audiences. They will use language features to show how ideas can be extended. • Year 6 student understand how language features and language patterns can be used for emphasis. They will create detailed texts elaborating on key ideas for a range of purposes and audiences.
	<p>2023: 100% of Year 3 students from 2021 maintaining or achieving into the higher bands in NAPLAN Writing, Spelling & Grammar for Year 5. 75% of Year 3 students demonstrating growth into the higher bands with 100% reaching SEA in NAPLAN writing, Spelling and Grammar. 100% of students demonstrating at least 12 months growth in Brightpath Writing genres</p>		
	<p>2024: 100% of students from 2022 achieving or maintaining growth into the higher Bands of NAPLAN Writing, Spelling and Grammar. 100% of students demonstrating at least 12 months growth in Brightpath Writing genres.</p>		
	<p>2022:</p>		
	<p>2023:</p>		
	<p>2024:</p>		

21/02/2022

Hastings
Lynne-Maree Hastings

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Education Director

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Governing Council Chair Person

