



# Curdridge Primary School

## Why English is 'GOOD' at CPS

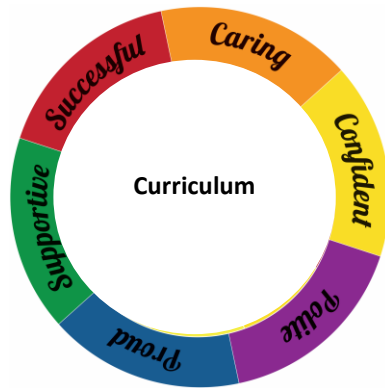
Phrases in **bold** refer to OFSTED (June 2015) and HMI Monitoring Inspection Visit (March 2016) actions.



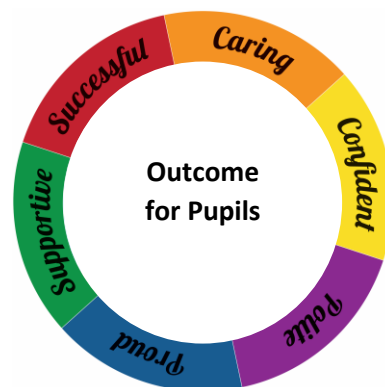
- Teaching across the school is consistently 'good' or better.
- Teachers' subject knowledge is good, as shown through the high quality writing journeys and reading journals.
- **Classes are mixed ability – flexible groupings are used daily and are based on previous learning. Teachers identify and support effectively those children who start to fall behind and intervene quickly to help them to improve their learning.**
- There are high expectations in handwriting and general presentation in books.
- Regular learning walks, formal observations and Performance Management reviews are in place with clear guidance on feedback. Teachers are given time to reflect and review on personal targets.
- **Teachers allow time for children to review marking in order that misconceptions are addressed quickly and learning is developed.**
- Every class has a working wall to help model and support children in their learning.



- The marking policy is used consistently across the school showing progression from KS1 to KS2.
- **Marking is completed daily so children can respond to their work before new learning takes place.**
- **When marking books, teachers have the children as their prime audience ensuring the feedback is purposeful and appropriate.**
- Teachers assess children using the Hampshire Assessment Model (HAM) at 4 stages throughout the year.
- Targets are identified for every lesson that children work towards.
- **Daily planning has been developed so that AFL is the fundamental part of each lesson – prompting the children on what they need to improve.**
- **Daily marking is based on previous feedback on next steps, challenge or consolidate. This is consistent with the school's marking policy.**



- The writing learning journeys are shared with children at the beginning of each unit.
- **Writing learning journeys have a purposeful outcome giving children a reason to write.**
- **All units have a 'site of application' to inform AFL to when planning for focused groups.**
- **Taught grammatical skills are incorporated into learning journeys ensuring that this learning is relevant and used accurately.**
- High quality reading journals are in place ensuring that pupils develop a range of reading skills e.g. retrieval and inference. These have been used as exemplars of good practice across county.
- Reading for pleasure has been developed by introducing a reading challenge/ competition across the school.



- Each cohort has aspirational targets and interventions in place in order to meet cohort and individual targets.
- **The impact of the work starting in October 2015 has meant that the writing across the school is at a greater quality than previous; children's writing stamina has improved; children are writing for a purpose as part of their learning journey; children are using high quality vocabulary and sentence construction within their work and SPAG has been integrated within the journey.**
- The introduction of the reading journeys since October 2016 has had a big impact in the quality and motivation towards reading. Children are now more confident and engaged when tackling focussed guided reading tasks. The new reading journeys have been used as exemplars of good practice across county.
- **Outcomes for Pupil Premium children in Reading have improved by 21% since the start of the Autumn term 2016 and by 12% in Writing.**