# Literacy Across The Curriculum- Improving Reading in Key Stages 2 and 3

## Objectives
- To improve KS3 results
- To improve KS2 reading and SpaG results

Successful completion of these objectives should improve student engagement in reading.

## Relevance to School
This project/activity is linked with two aspects of the 2018-19 development plan:
- Progress and attainment in all subjects, through robust target setting, to be of the highest order. Aspiring to FFT20 where applicable.
- Enhance the whole school provision of literacy with specific focus on developing vocabulary.
- Ensure there is no gap in attainment or progress across all Key Performance Indicators
- Ensure robust extension and challenge across the spectrum of pupil abilities.

## Evidence to Support Whole School Development
KS2 results show a positive trend in reading from 2017-2018 and a negative trend in GPS (as seen below)
- Ks2 pupils will need SPaG further embedded across the curriculum in order to achieve an improvement in 2019 results
- In order to secure success at KS3 which reflects 2018's year 6 results- reading should become further embedded across the KS3 curriculum

| Subject | RBA 2016 | RBA 2017 | RBA 2018 | National (prov) 2018 |
|---|---|---|---|---|
| Reading | 68% | 78% (30%) | 86% (35%) | 75% |
| GPS | 76% | 83% (31%) | 80% (38%) | 78% |
| Writing (TA) | 88% | 87% (13%) | 88% (29%) | 78% |

KS3 GL English results
Year 7- average SAS for all students gone up from 108.3 in 2017 to 114.2.
Year 8- average dipped slightly from 113 to 111. In 2016, that year group's average was 104.2.
On close analysis- vocabulary and inference skills were areas to improve across the key stage (and across the curriculum)

## References
Mortimore, P. (1993) 'School effectiveness and the management of effective learning and teaching'. School effectiveness and school improvement, 4(4), 290-310.
Heller, M.F. & Firestone, W. (1995) 'Who's in charge here? Sources of leadership for change in eight schools'. Elementary school journal, 96(1), 65-85. Higham, R., Hopkins, D. & Matthews, P. (2009) System leadership in practice, Maidenhead: Open University Press/McGraw-Hill.

## Next Steps
- Review Subject Development plans and ensure that all subjects put LitAc practices in place
- Work with the new LitAc coordinator to ensure work completed this year is built on and continued
- Analyse eternal KS2 and KS3 data to evaluate success of project
- work on setting year 7 baselines- incorporate literacy baseline in all subjects

| Action | Impact (success criteria) | Evidence | Measurable/ by… |
|---|---|---|---|
| Create differentiated guided reading resources to be used in form time | To create structures and activities which ensure that students use discussion in order to learn as they become able to elaborate and explain clearly their understanding and ideas within fiction and non-fiction texts | Audio books and weekly articles used to stimulate oracy and literacy in all KS3 form classes | • Pupil data (qualitative)<br>• Staff feedback |
| Develop whole school weekly SPaG and monthly Reading foci | To support subject leaders in planning for Literacy activates in their subject areas | Delivery of CPD Weekly and montly displays Weekly and monthly activities used in lessons | • Learning walks<br>• Staff feedback |
| Implement reading interventions after each capture point in KS3 to target specific groups of students | To encourage engagement with reading<br>To increase results | Termly intervention delivered to<br>- Disengaged boys<br>- Underperforming PP students<br>- Underperforming students | • Qualitative survey results<br>• Sample group discussion |

## Challenges
As an English specialist, KS3 English lead and LitAC coordinator I am aware that, whilst English results are a priority of mine, they are not priorities of every other teacher. Such concerns led me to believe that staff might not be motivated to participate in such a structured driven initiative. *Using Knoster's leadership model, I could guarantee that my project had all other 'ingredients' of a successful initiative. I would have to rely on the first wave of actions to be a success in order to prove to staff that the initiatives was successful (and would benefit all subjects) in order for them to feel motivated.*
*CPD would play a big part in ensuring staff 'buy in' (allowing staff to see the benefit of literacy and oracy in their own subject areas.*

External GL and SATS data is not available until the end of the academic year- This project's success is, therefore not measurable in one year; potentially (again) causing a lack of staff motivation.
*A range of regular, qualitative feedback will have to be collected in order to receive the most accurate depiction of the project's success. Internal formative assessment data and mocks will have to be published to all staff.*

## Success of project
### Data
- 85% of students enjoyed form time activities
- 57% of students felt challenged by Literacy Tasks across the curriculum
- 93% KS3 intervention students on track to meet target
- By data capture 2, 48% year 7 students had made more than 2 sub-levels progress (increase from last year
- By data capture 2, 79% year 8 students had made more than 2 sub-levels progress (increase from last year

### Staff Feedback
- Liked structures pressured by time restraint
- Appreciated resources

### Learning Walks
- Examples of excellent practice (visibly engaged students and motivated staff).
- Inconsistent frequency of completion from form tutors activities
- Displays up to date and used throughout the school

## Becoming a more effective leader
- My 360 feedback identified that, in order to improve, I should 'distribute leadership to involve colleagues in my school improvement project and hold colleagues to account for their decision making and actions'. In order to od this, I followed the concept of 'Transformational Leadership' and gave ownership to subject leaders in the form of subject development plans to embed literacy in their subjects.

*Transformational leadership This model of leadership is most often associated with vision; setting directions; restructuring and realigning the organisation; developing staff and curriculum*

- Examples of excellent LitAc practices were then presented by specific staff members (not by me) in staff meetings. Prior to this project, I was afraid to add to people's already burgeoning work load, and so provided as much assistance as possible- now I understand that colleagues will work in a fashion that is best for them, and their students. Delegation frees up my time, and also gives others the opportunity to develop their ideas.