

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*
Respect, Honesty, Tolerance, Justice, Forgiveness

Holy Cross Catholic Primary School
Intent, Implementation and Impact

We work hard to provide a curriculum that is embedded within our core values to ensure our children thrive academically, spiritually, physically, culturally and emotionally.

We ensure they are well prepared for their next stage of education and life in 21st century Britain.

We strive to support our children and families in their language and social skills development by providing a rich and varied curriculum that motivates and engages learners.

We strive to engage learners through creativity and excitement throughout all lessons.

We develop learning behaviours that enable a life long love of learning.

We celebrate the diversity of our school community and offer a wide range of experiences to develop their understanding of the world.

Through building relationships with God and each other; we ensure our children work hard in faith and do their best in all things.

Subject – English: Reading

Intent -

At Holy Cross we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Implementation -

Classroom organisation:

We teach phonics daily and these skills are embedded in guided reading and English lessons. Reading skills are taught as part of whole class guided reading and English lessons, so that all children have access to the age related skills and knowledge contained in the National Curriculum. We use Vipers to supplement our questioning and children read daily with their peers to develop fluency. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. More able children are also given opportunities to demonstrate a greater depth of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts.

Phonics:

Early Years and Key Stage 1: Pupils are taught in targeted groups based on regular assessments, focussing on individual phonemes, graphemes and common exception words within different 'phases'. Pupils are taught how to say, blend and write the sound. We have an agreed progression for the teaching of new sounds and use 'Read Write Inc' resources to support this. Children making slower progress are given additional support from teachers and teaching assistants, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson. During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of these key skills.

Whole school Reading Scheme

In key stage 1, we have the Read Write Inc scheme books which are sent home weekly so that children can practise their new sound. This ensures progression in both word reading skills and comprehension. In key stage 2, most children will move on to free reading books although some children who have made slower progress or are not yet at age related will continue to access the book banded scheme. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a home-reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.

Marking and Feedback:

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

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Summative Assessment

Summative assessments will be entered into Target Tracker each half term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the written outcomes pupils given after structured teaching within the agreed reading skills. Teachers may also complete reading assessments (e.g. past SATS papers, NFER tests) to provide another piece of evidence to support their assessment judgement. If tests are used, care is taken to ensure that pupils are prepared appropriately for the test, and any barriers to accessing these is removed

Impact -

	Reading						Writing						Maths					
	EXS			GDS			EXS			GDS			EXS			GDS		
	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A
2017	86.7	76.9	75.6	26.7	19.9	25.2	70	70.9	68.2	16.7	13.6	15.6	73.3	77.1	75.1	26.7	17.3	20
2018	90.7	76.7	75.4	26.7	21.3	25.6	83.3	72.2	69.9	20	14.3	15.9	90	78.4	76	23.3	20.8	21
2019	75.9	74.7	74.9	37.9	22.3	25	79.3	69.4	69.2	24.1	13.9	14.8	86.2	76.2	75.6	37.9	20.5	21

Reading, Writing and Maths Combined – EXS or better

	HC	T	NA
2017	60	66.4	63.7
2018	83.3	68.1	65.3
2019	72.4	65.4	64.9

Headlines

Key stage 1 results have seen a decrease in reading, writing and maths at EXS from last year, with the biggest drop in reading, impacting on the combined score dropping by 9%, however we are still above Thurrock and national averages. The GDS has improved in all areas, apart from writing.

Writing –

4% drop since 2018 for EXS and 4.1% points rise since 2018 for GDS

Key Stage 2

	Reading						Writing (TA)						Maths					
	EXS			GDS			EXS			GDS			EXS			GDS		
	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A	HC	T	N/A
2017	71.4	70.5	71.5	23.8	20.9	24.5	83.3	78.8	76.3	21.4	18.6	17.7	71.4	76.2	74.9	23.8	21.8	22
2018	72.5	75.2	75.3	17.5	25.4	28.1	87.5	80.3	78.3	7.5	23.6	19.9	65	77.9	75.6	15	24.6	23
2019	80	75.8	73.2	20	26.6	26.9	80	82.4	78.5	13.3	24.9	20.2	84.4	83.1	78.7	26.7	28.6	26

GPS

	HC	T	NA
2017	85.7	78.2	76.9
2018	70	78.7	77.7
2019	82.2	80.5	78

Reading, writing and maths (combined)

Reading, Writing and Maths (continued)						
	HC		T		NA	
	EXS	GDS	EXS	GDS	EXS	GDS
2017	64.3	7.1	61.8	7.7	61.1	8.7
2018	55	5	65.7	11.3	64.4	9.9
2019	73.3	8.7	69.9	9.9	64.8	10.5

Progress Measures

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	Reading	Writing	Maths
2019	-0.4	0.1	0.6
2018	-2.1	-1.3	-2.3
2017	+0.8	+2.5	+1.4

Headlines

Achievement at GDS increased in all areas (reading 2.5%, writing 6% and maths 12%) resulting in a combined increase of 9% at GDS.

First language English pupils outperformed children with a first language other than English by 23% in combined at EXS. Our white pupils outperformed our black Caribbean pupils by 13% and our black African by 10% in combined EXS.

Writing -

7.5% points drop since 2018 for EXS and 5.8% points rise since 2018 for GDS

GPS –

12.2% points rise since 2018 for EXS and 7.5% points rise since 2018 for GDS

Reading writing and maths – combined –

18.3% points rise since 2018 for EXS and 3.9% points rise since 2018 for GDS

Subject Overview – End of Year Actual Data

	Reading	Writing	Maths
Year 1	80%	73%	83%
Year 2	73%	77%	83%
Year 3	90%	90%	90%
Year 4	82%	64%	82%
Year 5	76%	76%	76%
Year 6 (TA)	84%	80%	84%
Year 6 (SATS)	80%	80%	84%

- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors & Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)