



AUDITING THE INTENT, IMPLEMENTATION AND IMPACT OF THE SPAG CURRICULUM

Intent of the Spelling, Grammar, Punctuation and Vocabulary Curriculum			
	Response	Evidence	Any Action Required?
What is the rationale behind the Spelling, Grammar, Punctuation and Vocabulary curriculum at Holmwood School?	To give pupils the knowledge and the strategies required to become confident writers and accurate spellers – understanding the English language and importance of grammar.	Focus across the whole school curriculum.	To continue to promote rational across whole school and the curriculum.
How does it reflect the school context and the specific needs of the pupils who have SEMH, ASD, SLD and Cognitive Difficulties?	All pupils are offered a curriculum which will meet the specific needs of each pupil.	Differentiated learning activities to suit each child's learning needs.	To ensure pupils are taught systematically to prevent gaps and to ensure learning meets their individual needs.
How does the Spelling, Grammar, Punctuation and Vocabulary curriculum reflect the schools aims and values / mission statement? If English is mentioned explicitly then how is this reflected in policy and day-to-day practice?	Ensures children attain the key skills to allow them to succeed and be confident. Attitude to work Resilience Broad balanced and relevant curriculum Teaching and support in an enriching stimulating school environment – equal opportunities	Use English skills throughout the day – spoken language, application of knowledge and skills in work – throughout the curriculum subjects – reading.	To continue to promote school values and mission statement.

<p>Are all relevant staff and governors aware of the rationale and aims of the Spelling, Grammar, Punctuation and Vocabulary curriculum?</p> <p>e.g. are governors aware of the expectations of the National Curriculum and what this look like in terms of pupil outcomes? Can SLT and governors answer the first question, at the beginning of this audit? Have staff and governors seen the SAT papers?</p>	<p>Staff meetings – updates PD Days Governing body meetings which agree to all policies Yes, informed and discussed at Governing Body meetings</p> <p>Yes – to provide skills for life in a changing world</p> <p>Shared after the permitted date</p>	<p>Agreed policy reviews at Governing Body meetings – minutes of the meetings taken Attendance of staff meetings/PD Days</p>	<p>To continue to invite members of the governing body to staff meetings/PD Days.</p> <p>To continue to share updates and areas to develop in school.</p>
<p>Do long term and medium term plans show clear progression in the sequencing of Spelling, Grammar, Punctuation and Vocabulary skills and subject knowledge?</p> <p>Is progression clearly based on the NC programmes of study for each Key Stage, but also broken down into year group progression?</p> <p>e.g. is there clear and incremental progression from EYFS to the end of KS2? How does the school ensure progression in SPAG between Year 3 and Year 4 for example?</p>	<p>Clear progression for each year group/Key Stage Teachers must ensure they follow on from individual pupil's learning, so must have knowledge and understanding of previous learning requirements – this will ensure learning is sequenced preventing gaps.</p> <p>Everything is broken down from the NC into success criteria for each year group. Teachers will further break this down to suit the needs of individual children. Progression in SPAG has been further broken down to ensure progressive steps from Year 3 to Year 4.</p>	<p>Differentiated planning Success criteria is identified from relevant Year group/Standard/Progression step</p> <p>Weekly planning SC in pupil books</p> <p>Progression in SPAG has been further broken down to ensure progressive steps from Year 3 to Year 4. This is available on the school network for all staff to access.</p>	<p>To continue to ensure pupils have differentiated teaching to then ensure they are learning sequentially.</p> <p>To refresh to all staff where these documents are located on the staff network.</p>

<p>How has the curriculum been adapted to enable all pupils to access content and make progress, according to need and starting point?</p> <p>What does published data suggest about the progress and attainment of different groups of pupils? Are any gaps explainable? What is being done to ensure current disadvantaged pupils and SEND pupils make effective progress? What adaptations have been made to enable specific pupils to access curriculum content? How does the school know these are effective?</p>	<p>Baselines given at the start of each September/entry into Holmwood School. This will inform teachers (along with own assessment) which content is to be revisited and taught to enable pupils to progress.</p>	<p>Progress and attainment for all pupils accessing NC is tracked. Explanations for gaps are supported by EHCPs. Specialist teachers within Holmwood School are to make adaptations where required to enable progress in line with the individual needs of pupils.</p>	<p>To continue to ensure Teaching and Learning are progressing from base line.</p>
<p>How does the school's Spelling, Grammar, Punctuation and Vocabulary curriculum reflect the Aims of the NC programme of study?</p> <p>Are all elements covered and is this reflected in short term planning?</p>	<p>Progressively work through NC requirements – each pupil to work at their next progressive step.</p>	<p>Differentiated planning Differentiated success criteria in pupils' books.</p>	<p>To continue to monitor and carry out book scrutiny, retrieval activities, lesson observations, learning walks to ensure all elements are covered to prevent gaps.</p>
<p>What opportunities are there for pupils to develop their SPAG skills in other subjects?</p>	<p>There is an English focus across all curriculum subjects which include NC SPAG skills.</p>	<p>Emphasis in marking feedback – as agreed in marking policy.</p>	<p>To continue to emphasise SPAG/English focus in all lessons across the curriculum and within marking i.e. next step/next time.</p>

<p>Do pupils follow a spelling scheme? How do you ensure that there are no gaps?</p>	<p>Spelling begins with phonic work, common words/exception words and then progressively builds up to specific spelling rules based on the NC. On the staff school network, these are broken down into specific year groups – including spelling patterns/rules and year group word lists.</p> <p>Pupils are assessed regularly – weekly spellings – gaps can be identified and revisited/covered.</p>	<p>Phonics screening Phonics assessment of phases Weekly spelling test books Pupils' workbooks from across the curriculum.</p>	<p>To continue to assess spelling coverage and tests. To work hard to address misconceptions.</p>
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Implementation of the English Curriculum

	Response	Evidence	Any Action Required?
<p>Do you have sufficient subject knowledge and expertise to lead Spelling, Grammar, Punctuation and Vocabulary and ensure the curriculum is fit for purpose?</p>	<p>Yes – support pupils at varied attainments. Expertise in differentiation. Excellent knowledge and understanding of what works systematically to eliminate gaps. Excellent knowledge of what should be covered within each year group.</p>	<p>Outstanding teaching practice. Expertise in differentiation Excellent knowledge and understanding of curriculum.</p>	<p>To continue to attend CPD.</p>
<p>How is SPAG implemented into English Lessons? How is SPAG implemented across the curriculum?</p>	<p>SPAG is taught within an English lesson with a specific focus. It will also allow opportunities to reinforce and elicit links to prior learning to subsequently progress onto new learning. SPAG opportunities are given across the curriculum through Q and A and Spoken Language. There are also reinforcement opportunities within written activities.</p>	<p>Book scrutiny Learning walks Lesson observations Conversations with pupils and staff</p>	<p>To continue to promote implementation of English skills and SPAG throughout the creative curriculum.</p>

<p>How are spellings monitored/assessed? How frequently? Is this consistent across Holmwood School?</p>	<p>Based on the base line of each pupil, appropriate spellings will be taught. Previous assessment will also be used. Spellings will be revisited where necessary to consolidate prior learning before moving onto new learning. A new spelling pattern will be introduced and then practised throughout the week. Definitions will be discussed to allow the pupil to use the spelling in the correct context. Spellings will be practised in school and at home in preparation for a weekly test. Spellings may need to be rehearsed again before progressing on. The same or similar approaches are used across the school.</p>	<p>Pupils' work books Planning Tick lists/ check lists Spelling test books Homework books</p>	<p>To continue to audit spellings across the school. To implement a whole school spelling programme?</p>
<p>How do you evaluate the professional development needs of your colleagues and then provide support and training?</p>	<p>CPD will be identified by SLT and subject lead. This will be delivered by subject lead or an external consultant.</p>	<p>SLT meetings Learning walks Lesson Observations Book scrutiny Planning scrutiny</p>	<p>To continue to work closely within SLT to discuss school improvement within English.</p>
<p>Is the English - Spelling, Grammar, Punctuation and Vocabulary curriculum effectively resourced?</p>	<p>English is well resourced and requests are met should teachers require additional resources to support teaching and learning.</p>	<p>Subscriptions to online learning material for all teachers. High quality texts available in the school library. Requests taken to purchase resources needed. Visual, Auditory and Kinaesthetic resources available in classrooms. Spelling programmes Games Online resources Colourful and engaging resources are made/Printed SPAG knowledge mats Checklists Classroom displays</p>	<p>To continue to ensure all areas of English are resourced.</p>

<p>Is Spelling, Grammar, Punctuation and Vocabulary knowledge taught to an appropriate depth and with clear and necessarily detailed progression through each year group?</p> <p>Is progression in knowledge as well as skills clearly evidenced when comparing work from consecutive year groups?</p>	<p>Yes</p>	<p>Evidence from previous year's work books which are stored with current teacher. Assessment papers</p>	<p>To continue to moderate and compare the work of pupils.</p>
<p>Are effective assessment arrangements in place for Spelling, Grammar, Punctuation and Vocabulary?</p>	<p>Yes</p>	<p>Termly assessment Weekly spelling tests Daily work in books Cross curricular monitoring of grammar and punctuation.</p>	<p>To continue to monitor and assess the work of pupils closely.</p>
<p>How effectively is standard English used? Do pupils use the correct terminology? How is this monitored effectively?</p>	<p>Standard English is used in each lesson and around school. Children are encouraged to use the correct terminology where possible.</p>	<p>Spoken Language Work books Teacher assessment to be then informed on B Squared/IEP</p>	<p>To continue to promote the use of standard English in class and around school.</p>
<p>Impact of the English Curriculum</p>			
	<p>Response</p>	<p>Evidence</p>	<p>Any Action Required?</p>
<p>How can the school demonstrate that pupils reach end of key stage expectations in English? What are the key messages from IDSR / ASP? How does information for current cohorts compare with historic data? Are outcomes for any groups that did not meet expectations in the past improving and what is the evidence for this?</p>	<p>Where the pupil is able to, they are challenged with their learning so that they can meet end of key stage expectations. Some pupils will make significant progress but this may not be to meet end of key stage expectations. All pupils at Holmwood School have Education, Health Care Plans. Teaching and learning is tailored around the needs of each pupil. Historically, different cohorts with have a mixture of needs, each cohort will differ. For example the current Y6 cohort have a higher</p>	<p>Data EHCPs</p>	<p>To continue to meets the needs of individual pupils.</p>

	number of pupils with ASD in comparison to previous Y6 cohorts.		
<p>Do any groups under-perform in English when compared with their peers and if so, what is being done about this?</p> <p>Are there any significant differences in outcomes between girls / boys; SEND pupils / non-SEND; disadvantaged and other pupils; Summer born compared with Autumn born pupils etc?</p>	<p>Where applicable, intervention support is provided. Pupils may work in a 1:1 situation to work specifically with those that require it. All pupils will work in a small group to ensure they get the support needed.</p>		<p>To continue to support pupils with intervention where required. This could be to challenge pupils to meet end of year expectations or to support those whose progress may have taken a longer period of time.</p>