

Yealmpton Primary School - School Improvement Plan 2022-23



1. Curriculum design and the establishment of a Culture of Curriculum

Continue to build upon and strengthen this aspect of our work across individual subjects and the whole school particularly regarding its leadership and evaluation. Writing – improve progress and attainment, Power Maths – fine tuning of current provision with high quality textbook, History and Geography – further embed work started last year around the acquisition of knowledge, Science – develop deep knowledge around key concepts, and MFL – build curriculum around the pillars of grammar, vocabulary and phonics.

2. Reading

Further embed a rigorous, synthetic phonics programme through Read, Write Inc, enabling all children to quickly become fluent, confident readers

Grow a positive reading culture in school. Develop confident and fluent readers to support children in accessing all areas of the curriculum.

3. SEND in the mainstream

Prioritise inclusion and the adjustment of the curriculum to meet the needs of all learners

4. Assessment – and how it supports ‘the curriculum as the progression model’

Develop a strong integrated system of curriculum, pedagogy and assessment.

Assessment needs to be curriculum led, closely matched to curriculum and pedagogy

1/ Curriculum – establish a culture of curriculum - Continue to build upon work across individual subjects and the whole school

Problem – Why? What needs to change?	Intervention Description- What are the ingredients?	Implementation Activities – How will it be done?	Outcomes – and so... How will everyone benefit?
<p>Maths <u>Policy Implementation</u> Fine tune current provision. Strengthen curriculum progression by improvement in intelligent design rather than by choice or chance</p> <p><u>Teachers</u> Need to provide enough opportunities to practise taught facts, methods and strategies, as well as opps for overlearning Currently not using a High Quality textbook for robust fluency and application</p> <p><u>Children</u> Need more opportunity for independent inquiry and discovery at start of lesson, opportunity for shared practice then Consistency of effective challenge Need for a textbook to support low attainers</p> <p><u>Attainment and progress</u> Target to improve attainment from previous yr</p>	<p><u>Active Ingredient 1</u> Use of Power Maths online learning resource to provide a framework and support for effective delivery – Discuss, share, work together, challenge</p> <p><u>Active ingredient 2</u> Power Maths textbook built into the online resource and built into teaching</p> <p><u>Active ingredient 3</u> Use of Power Maths Workbook as an effective resource to practise, build robust fluency and provide effective challenge</p> <p><u>Active ingredient 4</u> Implementation of new calculations policy</p>	<p>100 Days <u>Identify and prepare</u> HT and DHT visit another school in WeST to observe PM in action. Discussion with HT - more details Ofsted review series identifies the effectiveness of a high quality textbook for robust fluency and application</p> <p><u>Training</u> Presentation of PM to the staff by HT and DHT during staff training</p> <p><u>Acceptability</u> Collaborative work with staff to gauge opinion and address any concerns around implementation and buy in. Additional training for staff around planning & delivery x2 insets – explore expectation around delivery and how it aligns with Yealmpton teaching principles. All year groups implementing Power Maths.</p> <p><u>Monitoring</u> Half termly book monitor Power Maths drop ins by interim Maths Lead and HT</p> <p><u>Educational materials</u> Purchase Power Maths online resource and workbooks Additional school Maths exercise books introduced to ensure children have opportunities to follow lines of enquiry, reason, justify, explain.</p> <p><u>Coaching / Model</u> Provide where needed for individual teachers</p> <p><u>Develop</u> Explore options around use of PM workbooks below the current year group, with TAs to support SEN chn.</p>	<p>100 Days <u>Fidelity</u> – all staff using Power Maths – Consistency of approach across school</p> <p><u>Reach</u> – Book Looks - All children in school accessing and finding success in the PM workbooks</p> <p><u>Feasibility</u> – Immediate integration of approach into daily routine across school</p> <p>All children in school accessing and finding success in the PM.</p>

		<p>200 Days</p> <p><u>Monitoring</u></p> <p>Explore what opportunities for effective challenge are being given to secure learners to enable them to follow lines of enquiry, reason, justify and explain?</p> <p>Explore the support that is being given to children who are getting everything wrong when working independently using the PM workbook?</p> <p>Explore the effectiveness Power Ups at the start of each using Power Ups for recall, independent inquiry and discovery - how are they being used for small step recap and are they purposeful?</p> <p><u>Develop</u></p> <p>Working with the SEND lead, develop the support and provision of PM to ensure the needs of SEND children and lowest 20% are being met.</p> <p>Assess whether the use of PM workbooks that are below the current year group, in class, with TAs to support SEND children are effective.</p> <p>Explore and develop how teachers are assessing marking and identify if lessons are adapted based on assessment so that all children are making progress.</p> <p>Carry out pupil talks to explore whether they are they finding success in PM.</p> <p><u>Coaching / Model</u></p> <p>Inset on modelling the use of exercise books to compliment the PM workbooks ensuring challenge for all.</p> <p>Provide support for TA's / teachers on use of manipulatives to support CPA approach and opportunities for pre-teach.</p>	<p>200 Days</p> <p>Medium term – End of Spring term 2023</p> <p>Data harvest 2</p> <p>Book monitor</p> <p>Drop ins</p> <p>Pupil talks</p> <p><u>End of year</u></p> <p>Long term – End of Summer term 2023</p> <p>End of year data</p> <p>Book review</p> <p>Drop ins</p> <p>Pupil talks</p> <p>Staff feedback</p>
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<p><u>Writing</u> Refine and embed approaches to securing basic skills and developing pupil vocabulary.</p> <p><u>Policy Implementation</u> Need to map the progression of writing sequence texts and key grammar for all year groups.</p> <p><u>Teachers</u> Need high expectations of children's writing and to know their year group expectations well to help them identify children falling behind and next steps.</p> <p><u>Children</u> Need good models of writing and effective feedback.</p> <p><u>Attainment and progress</u> Continue to improve standards across school.</p>	<p><u>Active Ingredient 1</u> Explicitly teach and model the stages of the writing process.</p> <p><u>Active ingredient 2</u> Explain grammar through examples and high quality texts. Key sequence grammar identified, taught and assessed.</p> <p><u>Active ingredient 3</u> Secure the basics e.g. application of phonics and handwriting in early writing.</p>	<p><u>100 Days</u> <u>Monitoring</u> Subject Lead complete half termly book looks and drop ins. Subject Lead complete moderations to monitor teachers judgements of writing. Feedback provided by subject leader for teachers and next steps for children to secure judgements. Autumn term data harvest reviewed Jan 2023 review of progress made by bottom 20%. Data shared with staff and pivotal children identified for the spring term. <u>Educational materials</u> Update the progression of skills for grammar and KKS2 spelling overviews for each year group. <u>Coaching / Model</u> Provide personalised feedback to staff following book looks, drop ins and writing moderation. Adaptations to planning/classroom provision and support then reviewed at next monitoring point. <u>Develop</u> Develop a whole year writing curriculum overview. Starting to think about the progression of outcomes across the year and how expectations increase. Map out Grammar for each sequence which ensures coverage. <u>Fidelity –</u> Introduce sequence cover overviews at the start of each new sequence, linked to writing overviews and focusing on the key skills children need to have secured by the end of the sequence. Discussions around opportunities to apply over a few lessons to secure before moving on.</p>	<p><u>100 Days</u> Half termly book looks and drop ins show a consistent approach to the teaching of grammar skills being modelled.</p> <p>Writing moderations show that teachers judgements are mostly accurate.</p> <p>The new KS2 spelling overviews supports children to consolidate some previous year group spelling rules and learn the statutory word lists 'upfront' to allow time/opportunities for children to apply in independent work.</p> <p>personalised feedback to staff following book looks, drop ins and writing moderation has improved assessment judgements and adaptations to planning or provision.</p> <p>Greater consistency in teaching and modelling of grammar.</p>
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		<p>200 Days</p> <p><u>Educational materials</u> Research spelling resources for KS2 to implement the new spelling overviews. Are the spelling rules being taught well. Evidence in book monitors suggests that spelling is a weakness in writing.</p> <p><u>Monitor</u> Complete pupil talks and writing moderation of books after AP2 to check accuracy of judgements and review progress from AP1.</p> <p><u>Develop</u> Review the impact of marking on progress in writing. Agree a consistent and effective way forward and review impact on children's learning (short term assessment) and medium-term progress. Monitor through book looks and pupil talks.</p> <p><u>Reach</u> – Monitors will ensure children falling behind are identified quickly and support is in place (high quality intervention or support)</p>	
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<p>Science</p> <p><u>Policy Implementation</u> Need to build curriculum progression by improvement in intelligent design rather than by choice or chance.</p> <p><u>Teachers</u> Need to ensure recapping happens and children revisit prior learning. Opportunities for working scientifically are woven into science lessons as a matter of practice. Children are covering year group objectives and not repeating experiments done in previous year groups – we should be building on learning, not repeating. A consistent approach needed to teaching Science. Need support with subject knowledge.</p> <p><u>Children</u> Need opportunities to work scientifically. Need opportunities to read scientific material to help their knowledge and vocabulary.</p> <p><u>Attainment and progress</u></p>	<p><u>Active Ingredient 1</u> Use of Plymouth CIC learning resource to provide a framework and support for effective delivery.</p> <p><u>Active ingredient 2</u> Use of progression of skills to ensure all objectives of NC, Scientific Enquiry and Working Scientifically are met.</p> <p><u>Active ingredient 3</u> Use of knowledge organisers to supplement learning.</p> <p><u>Active ingredient 4</u> Use of Front Cover page to guide teaching and to provide a self-assessment opportunity for children. In Science, children develop their understanding of scientific concepts through scientific enquiry. Our Science provision identifies the underlying concepts behind the science so the children can use and apply it in different areas. We focus on developing deep knowledge of the key concepts and application of the knowledge learned in practical activities.</p>	<p>100 days</p> <p><u>Identify and prepare</u> All resources for Plymouth Science to be delivered to teachers ready for use. Knowledge organisers prepared and used in all books for the children to reflect on. Title pages to be used for child self-reflection and formative assessment.</p> <p><u>Training</u> Time required to review Plymouth Science and then staff inset to review together. Use of title pages for children to self-assess confidence in each objective. Use of title pages for children to traffic-light the vocabulary they know and can confidently use. Attend a Science Hub Training day on Science implementation across WeST.</p> <p><u>Monitoring</u> Monitoring the use of knowledge organisers and traffic lighting of key vocabulary. Monitoring the consistency of all year groups using the same approach with the children (recap, teach, assess, teach).</p> <p><u>Educational materials</u> Purchase Plymouth Science.</p> <p><u>Coaching / Model</u> Provide where needed for individual teachers.</p> <p><u>Develop</u> Half termly inset to check understanding of teaching resources and assessment resources. Staff inset around - 1/ review prior knowledge at lesson start 2/ review at end of lesson to assess knowledge gained.</p>	<p>100 Days</p> <p>All teachers using the Plymouth Science resources, adapting them to meet the needs of the children in their classes. The Science Progression of Skills is being monitored by all teachers with a consistent and robust use of it. Classes consistently using knowledge organisers and title pages in book looks. Positive staff feedback on the use of Plymouth Science. WeST Science Hub meeting found that many other schools in the trust are using Plymouth Science, with positive feedback. All teachers report that they are using the recap, teach, assess, recap model.</p> <p>Reflection – Is there an assessment opportunity available mid-sequence to formatively assess children’s knowledge?</p>
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		<p>200 Days</p> <p><u>Develop</u> Visit schools that have a robust system set up already for Science. Visit schools that might be using Plymouth Science to see how it is being implemented. All children to self-assess their confidence in each objective for their current Science unit. All children to traffic-light assess their understanding of scientific vocabulary using the title page. Children to be using their knowledge organisers to revisit and retrieve information that they may need.</p> <p><u>Monitoring</u> Monitoring at the end of a sequence to ensure there is Consistency and Coherence across school. Monitoring impact of knowledge organisers and traffic lighting of key vocabulary. Pupil talks by Science Lead to see if children really understand the knowledge they have highlighted green. Also question whether knowledge highlighted red has been revisited by teachers in class. Carry out pupil talks with SEND children – are they finding success in the curriculum? Is teaching adapted for SEND children to access the learning?</p> <p><u>Coaching</u> Science lead to explore assessment tasks for Science – consider 3 week mini assessments and an end of sequence assessment. Explore simple recording systems to identify children WT/EXP/GD.</p> <p><u>Training</u> Staff inset to feedback findings from pupil talks, drop ins and book looks.</p>	<p>200 Days</p> <p>Book monitor Drop ins Pupil talks</p> <p>End of year</p> <p>Book review Drop ins Pupil talks Staff feedback Pupil engagement Pupil progress Pupil independence Pupil critical thinking Pupil confidence SEND</p> <p>Why are pupils being assessed? What is the assessment intended to measure? What is the assessment intended to achieve? How the assessment information will be used?</p>
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<p><u>History / Geography</u> <u>Policy Implementation</u> Continue to develop a carefully designed curriculum based on the golden threads and knowledge acquisition.</p> <p><u>Teachers</u> Need to ensure recapping happens to overlearn facts linked by the golden threads of geography and history. Build knowledge connectors and knowledge organisers to connect knowledge and build on prior learning. Need to carefully design sequences with key knowledge identified for overlearning rather than too much knowledge that will not get taken to the long term memory.</p> <p><u>Children</u> Need opportunities for fieldwork and mapping in geography and working chronologically in history.</p> <p><u>Attainment and progress</u> Continue to develop provision from last year and improve starts across the whole school.</p>	<p><u>Active Ingredient 1</u> Use of Progression of Knowledge and Skills to identify key knowledge to be taught and how it builds across the school.</p> <p><u>Active ingredient 2</u> Use of knowledge organisers and knowledge connectors across the school in books and to start and end each lesson to ensure overlearning of key knowledge.</p> <p><u>Active ingredient 3</u> More opportunities to develop skills of thinking like a geographer/historian using fieldwork and mapping in geography and thinking chronologically in history.</p>	<p><u>First 100 Days</u> <u>Identify and prepare</u> Subject lead to update golden threads in Geography and History and prepare progression of knowledge and skills. Subject lead to develop example knowledge organisers and lead inset on how this may look across the school.</p> <p><u>Training</u> Subject lead to attend WEST Hist/Geog hub meetings. Subject lead to lead training to teachers in the golden threads and progression of knowledge and skills. Subject lead to develop fieldwork and mapping progression and deliver staff training to support teachers.</p> <p><u>Monitoring</u> Half termly book monitor to identify next steps within History and Geography. Inset to identify success of implementation and next steps</p> <p><u>Educational materials</u> Purchase display maps for each classroom to display all year round and refer to during teaching.</p> <p><u>Coaching / Model</u> Staff inset to explore end of sequence assessment tasks in Geography and History which answer the key question for each sequence and uses knowledge connector built over the sequence as a prompt tool. Model from Year 6 teacher to share pupils' outcomes with staff. Staff inset discussion around how this might look in other year groups.</p> <p><u>Develop</u> 1/ Staff inset around review prior knowledge at lesson start using knowledge organiser. 2/ Knowledge organisers for KS1 and adaptive organisers for SEND children working below year group expectations. 3/ Whole School Geography progression of knowledge and fieldwork document.</p>	<p><u>First 100 Days</u> Staff clear of new golden threads: Place, Space, Scale (Geography), and Governance (History). WEST History and Geography meets, Yealmpton presentation, positive feedback from WEST leads. Austin Farm Deputy Head to visited subject lead for coaching and sharing our hist/geog approach. Book look – Y6 and Y1 – evidence of effective end of sequence tasks Hist/Geog. All classes using knowledge organisers and connectors. Drop ins – all year groups reflecting on prior knowledge in Hist/Geog lessons. Positive staff feedback on traffic light assessment and developing end of sequence assessments in Spring term. Pupils engaged in lessons and using knowledge connectors collaboratively to reflect on knowledge acquired. Positive staff feedback on new format for knowledge organisers in KS1 and for SEND and creation of new formats.</p>
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		<p>200 Days</p> <p><u>Develop</u> All staff to carry out end of sequence assessment tasks in History and Geography, using knowledge connectors as prompts, answering the key question. Children to traffic light key knowledge learned in Geography and History, on knowledge organisers.</p> <p><u>Monitoring</u> Monitoring of end of sequence tasks by History / Geography subject lead to ensure there is Consistency and Coherence across school. Monitoring of knowledge organisers and traffic lighting of key knowledge. Pupil talks by Geography / History Lead to see if children really understand the knowledge they have highlighted green. Also question whether knowledge highlighted red has been revisited by teachers in class. Carry out pupil talks with SEND children – are they finding success in the curriculum? Are they using the widgets to support their understanding of new concepts?</p> <p><u>Coaching</u> History and Geography subject lead to develop timeline and progression of chronology and coach staff on how this looks in each year group.</p> <p><u>Educational materials</u> Purchase display maps for each classroom to display all year round and refer to during teaching. Purchase a whole school timeline – request from Parent Association for fundraising for outdoor timeline across the playground fence.</p>	<p>200 Days Medium term – End of Spring term 2023 Data harvest 2 Book monitor Drop ins Pupil talks</p> <p>End of year Long term – End of Summer term 2023 End of year data Book review Drop ins Pupil talks Staff feedback</p>
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<p><u>MFL</u> <u>Policy Implementation:</u> Develop a carefully designed curriculum, built on the 3 strands of grammar, vocabulary and phonics.</p> <p><u>Teachers:</u> Will sequence knowledge acquisition, ensuring that children develop small amounts of language, with a clearly defined context.</p> <p>Topics need to emerge from language, not the other way round. There will be a planned revisiting of taught language.</p> <p><u>Children:</u> Will be taught phonics systematically and will be expected to remember the vocabulary and grammar that they are taught through regular revisiting activities.</p> <p><u>Attainment and progress:</u> Learn 10 new words a week and 1 new grammar structure every 2 weeks.</p> <p>Weekly French lessons will be introduced to ensure curriculum coverage and pace in learning.</p>	<p><u>Active Ingredient 1:</u> www.rachelhawkes.com resources, PowerPoints and audio for curriculum and pedagogy.</p> <p><u>Active ingredient 2:</u> Weekly French lessons across KS2, including Y3&4 being taught by AC, French lead.</p> <p>Opportunities for other staff to observe AC in Spring 2.</p> <p><u>Active ingredient 3:</u> Consistency in books across KS2. Teachers should have high expectations for children's learning and progress in the target language.</p>	<p><u>100 Days:</u></p> <p><u>Training:</u> AC & RP to attend MFL meetings in Autumn term to find out about the new resources. Information day from Dr Rachel Hawkes – AC to attend and feedback to Yealmpton staff in an INSET session. Online filmed training resources available to watch for further support.</p> <p><u>Monitoring:</u> Half termly book monitors and review of resources used in each year group.</p> <p><u>Identify and prepare:</u> Identify strengths and weaknesses of current scheme and explore new resources shared by the trust MFL lead, Jenni Bindon. Weaknesses in our current MFL teaching identified (teaching of phonics, consistency, ownership of learning, manipulation and application of language), which will be addressed through the new scheme next term.</p> <p><u>Coaching/ Model:</u> AC feedback session to Yealmpton staff to share and model resources that we are starting. Collaborative work with all staff to ensure that they are kept up to date with changes and developments as they happen.</p>	<p><u>100 Days:</u></p> <p>Staff are aware of changes to our French scheme and developments across Key Stage 2.</p> <p>AC communicating with MFL MAT lead and other MFL leads for advice on implementing the new scheme across KS2.</p> <p>Clarity and consistence in the direction of future practice, focusing on the 3 strands of grammar, vocabulary and phonics.</p> <p>Planning and preparation complete for initial implementation of new MFL learning for Years 3 and 4 in Spring term by MFL lead.</p>
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		<p>200 Days:</p> <p><u>Develop:</u> Introduction of a weekly, 1 long French lesson across KS2 regardless of which scheme is being used. AC teaching 2 KS2 classes as MFL lead. Adapt resources to make appropriate for Yealmpton and extend scheme across the whole KS2 as the year progresses. Ensure that SEND children are catered for within lessons, adapting resources to provide activities appropriate for their level.</p> <p><u>Coaching/ Model:</u> MFL lead to visit a MAT secondary school to observe French session. Jenni Bindon to visit Yealmpton to model a lesson for staff using the new resources.</p> <p><u>Monitoring:</u> Half termly book monitors and review of resources used in each year group with specific focus on the learning in Y3&4. Compare impact, progress and outcomes between schemes. Complete pupil talks with Y3&4 and compare with Y5&6.</p> <p><u>Educational materials:</u> Introduce resources by Dr Rachel Hawkes from the CAM Academy Trust in Year 3 and 4.</p>	<p>200 Days:</p> <p>Book review Drop ins Pupil talks Staff feedback Pupil engagement Pupil progress Pupil independence Pupil critical thinking Pupil confidence SEND</p> <p>Why are pupils being assessed What assessment is intended to measure What the assessment is intended to achieve How the assessment information will be used</p>
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2/ Reading

Problem – Why? What needs to change?	Intervention Description- What are the ingredients?	Implementation Activities – How will it be done?	Outcomes – and so... How will everyone benefit?
<p>Early reading <u>Policy Implementation</u> Further embed a rigorous, synthetic phonics programme through Read, Write Inc, enabling all children to quickly become fluent, confident readers</p> <p><u>Teachers</u> Need to ensure that Read, Write Inc practise across the school is completely consistent, showing fidelity to the phonics programme.</p> <p><u>Children</u> Need to learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling.</p> <p><u>Attainment and progress</u> Target to get all children reading confidently and fluently by the end of Key Stage 1.</p>	<p><u>Active Ingredient 1</u> Use the Read, Write Inc phonics programme to deliver daily one hour reading and writing lessons.</p> <p><u>Active ingredient 2</u> Use half termly assessments to ensure children are grouped according to their ability and children at risk of falling behind are quickly identified and 1:1 tutoring is put in place to help them to keep up.</p> <p><u>Active ingredient 3</u> Use Read Write Inc book bag books and Oxford Owl online subscription to ensure each child has books to read at home that are specifically matched to their reading stage.</p>	<p>First 100 Days <u>Identify and prepare</u> Use assessments from Summer 2022 to inform Autumn Term groups ensuring that all children in EYFS, Key Stage One and children who are not fluent readers in Key Stage two are in learning groups matched to reading ability. Begin Sounds Assessment trackers for EYFS, Year 1 and Year 2 to identify gaps in children’s sound knowledge. Teachers to use to plan afternoon speed sounds sessions. Explore recommended advice from RWI for home reading books and ensure this is followed across EYFS and kS1</p> <p><u>Training</u> Attend RWI Trust meeting (Sept 2022) to identify expectations for RWI implementation across the Trust</p> <p><u>Read Write Inc Development Day</u> to focus on practise time, coaching and developing fluency for Yellow Group.</p> <p><u>Coaching / Model</u> Coaching - Weekly RWI drop ins to support RWI teachers, reading leader to identify one action that will make the biggest difference to the children’s progress.</p> <p><u>Practise</u> – Set up Practise pathways on the RWI portal for all Reading teachers to access linked to their reading group and what assessments show that their group needs next.</p> <p><u>Develop</u> Begin to teach ‘Reading longer words’ and ‘Additional words after set 3’ for children in Blue and Grey groups, once all 74 speed sounds are secured</p>	<p>First 100 Days Weekly coaching and Drop ins show consistency in practise across all reading groups demonstrating fidelity to the phonics programme.</p> <p>End of Autumn Term Data EYFS - 81% ARE or above Year 1- 96% ARE or above Year 2 – 37% ARE or above but the 5 Yellow readers in Year 2 have now moved to Blue Group</p> <p>Year 3 - 4 out of 5 children now off RWI</p> <p>Year 5 – 1 out of 2 children now off RWI</p>

		<p>200 Days</p> <p><u>Identify and Prepare</u> Identify Children in Year 2 that not on track to complete RWI by Easter and implement a catch up programme focusing on speeding up word reading. Begin tracking application of speed sounds in Year 1 in preparation for Phonics screening. Discuss possible adaptations to RWI Day 5 for Year 2 to better support Year 2 writers that are off track. Set up 1:1 tutoring for bottom 20% for Spring Term</p> <p><u>Training</u> Remote progress meeting 10/01/23 Reading Lead and Year 1 Teacher Training for phonics screening preparation 30/01/23 Development Day – March 2023</p> <p><u>Coaching/Model</u> Coaching to focus on fluency across RWI for Spring Term for all learners EYFS – Fluency with set one speed sounds Year 1 – Fluency with set two/three speed sounds Year 2 – Speeding up word reading (Yellow and Blue)</p> <p><u>Develop</u> Send home VR codes linked to speeding up word reading for Year 2 children who are off track Send home VR codes to consolidate learning for 1:1 tutoring children.</p>	<p>200 Days</p> <p>Year 2 children in Blue group to be reading fluently enough to move to Grey group at Easter.</p> <p>Teachers will be confident in teaching speeding up word reading and children’s word reading speed will increase to at least 70 words per minute</p> <p>Book review Drop ins Pupil talks Staff feedback Pupil engagement Pupil progress Pupil independence Pupil critical thinking Pupil confidence SEND</p>
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<p>A culture of reading Continue to refine our reading provision so all pupils build the necessary reading skills to access the full curriculum.</p> <p><u>Policy Implementation</u> Build curriculum coverage and progression in reading.</p> <p><u>Teachers</u> Need to plan progressive reading sequences based on whole texts.</p> <p><u>Children</u> Need to have access to quality reading books matched to reading ZPD levels.</p> <p><u>Attainment and progress</u> % of children reaching and exceeding all national measures increase.</p>	<p><u>Active Ingredient 1</u> Develop a consistent approach to KS2 based on whole texts.</p> <p><u>Active ingredient 2</u> Plan a long-term reading curriculum overview which is progressive.</p> <p><u>Active ingredient 3</u> More opportunities for children to talk about books they have read and recommend books to others.</p>	<p>100 Days</p> <p><u>Identify and prepare</u> Identified that although there is a consistent approach to teaching reading in Key Stage 2, children need to experience whole texts which are high quality and link to the wider curriculum.</p> <p><u>Training</u> INSET training to staff – planning for whole class reading in KS2. Look at examples of planning and resources to support whole text teaching. INSET review the Reading Framework with staff and review current practice in school.</p> <p><u>Develop</u> Completed a coverage of texts and reading foci for guided reading in a long-term plan and mapped out the class 'reading for pleasure' books for across key stage 2.</p> <p><u>Acceptability</u> Collaborative work with staff to gauge opinion and address any concerns around implementation and buy in. Whole school reading for pleasure morning DEAR parent involvement in the Autumn Term</p> <p><u>Feasibility</u> Staggered implementation. Implemented in one class initially before rolling out across key stage 2.</p>	<p>First 100 Days Teachers have a consistent approach to reading in KS2. Teachers across the school promote a love of reading by sharing high quality, motivating books.</p>
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3/ SEND

Problem – Why? What needs to change?	Intervention Description- What are the ingredients?	Implementation Activities – How will it be done?	Outcomes – and so... How will everyone benefit?
<p><u>Policy Implementation</u> To further imbed a positive and supportive environment for all pupils without exception.</p> <p><u>Teachers</u> All teachers will consistently plan high quality lessons which can be accessed by all learners in their class, including those children with SEND. Teachers will work effectively with teaching assistants.</p> <p><u>Children</u> All children will have access to high quality teaching which addresses their individual needs to develop children into confident and independent learners.</p> <p><u>Attainment and progress</u> Children with SEND will make expected progress across the course of the year on their own journeys.</p>	<p><u>Active Ingredient 1</u> Provision maps drive the planning for children with SEND and are evidenced in the children’s learning and through pupil talks.</p> <p><u>Active ingredient 2</u> Teachers clearly understand individual children’s needs and provide learning activities which are matched.</p> <p><u>Active ingredient 3</u> All teachers are thinking carefully about how to ensure full access for children with SEND in the foundation subjects.</p>	<p>100 Days</p> <p><u>Training</u> SENDCo to lead training on provision maps and how to write them effectively, using guidance from the EEF. SENDCo to work with teaching assistants on EEF guidance.</p> <p><u>Monitoring</u> Half termly book looks, drop ins and pupil talks. Half termly meetings with teaching assistants to review provision maps and ensure evidence of targets. Monitor progress of SEND chn in Autumn term</p> <p><u>Educational materials</u> Review any materials needed for children e.g. fiddle toys, chewlery etc.</p> <p><u>Coaching / Model</u> Provide where needed and when identified through monitoring cycle.</p> <p><u>Develop</u> Half termly reviews with TAs Develop widgits across the school to support SEND chn</p> <p><u>Acceptability</u> Collaborative work with staff to gauge opinion and address any concerns around implementation and buy in.</p> <p><u>Feasibility</u> Implement provision map expectations straight away and meet with staff to ensure staff are clear about expectations.</p> <p><u>Planning</u> Complete SEND in a nutshell</p>	<p>First 100 Days</p> <p>Greater consistency in SEND practice across the school. All children with SEND to benefit from high quality teaching. Inclusive provision across school Children with SEND succeeding in the mainstream Book looks show the needs of SEND children are being met, and pitch and match meets needs identified on EHCPs and Individual provision maps TA Meetings show that TAs know the children they support and work effectively with the class teacher to best meet needs Drop ins show that SEND children receive inclusive education</p>

		<p>200 days</p> <p><u>Identify and prepare:</u> SENDCo to complete a review of provision maps and effect on provision and to identify detailed and effective provision maps.</p> <p><u>Training and monitoring:</u> SENDCo to share an example of a detailed and effective provision map. Time given to update provision maps and include more short term goals and review dates</p> <p>SENDCo to attend training for Evaluate My School. Review of provision maps their effectiveness and impact on learning. SENDCo to complete learning walks.</p> <p>SENDCo to review provision through communication with parents and pupils. Half termly meetings with TAs to discuss the effectiveness of provision. Whole school review through EvaluateMySchool. Meetings with subject leaders on SEND provision within each area, discuss areas of strength and areas to be improved. Meetings with class teachers to ensure the needs of all SEND pupils within the class are being planned for.</p> <p><u>Education and Develop:</u> Review of any new information on pupils and add to provision map. Greater information sharing on key pupils who have more key adults working with them. Generate a one page 'all about me' for each 1:1 pupil to improve provision if staff are absent.</p> <p><u>Fidelity and Acceptability:</u> Greater consistency in SEND practice across the school. Greater knowledge and understanding of individual pupils with SEND amongst staff. Collaborative work with staff to gauge opinion and address any concerns around implementation and buy in.</p> <p><u>Reach:</u> All children with SEND to benefit from high quality teaching. Pupils who have been recently identified as having areas of need receiving support and appropriate referrals.</p>	<p>200 Days</p> <p>Book review</p> <p>Drop ins</p> <p>Pupil talks</p> <p>Staff feedback</p> <p>Pupil engagement</p> <p>Pupil progress</p> <p>Pupil independence</p> <p>Pupil critical thinking</p> <p>Pupil confidence</p> <p>SEND</p>
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4/ Assessment

Problem – Why? What needs to change?	Intervention Description- What are the ingredients?	Implementation Activities – How will it be done?	Outcomes – and so... How will everyone benefit?
<p><u>Policy Implementation</u> Develop a strong integrated system of curriculum, pedagogy and assessment. Assessment needs to be curriculum led pedagogy and assessment should be used to ensure full curriculum is delivered and accessed by all. Need greater coherence between the assessment system and the curriculum, to promote a greater breadth of content and depth of learning Good teaching and assessment should reinforce each other</p> <p><u>Teachers</u> Need to reduce the time spent by teachers in recording and tracking progress and release time for more in-depth teaching and formative assessment Assessment should be integral part of day to day</p>	<p><u>Active Ingredient 1</u> Formative assessment – evaluate pupils knowledge and understanding on a day to day basis Includes quizzes, low stakes skills/knowledge tests, thumbs up/down, questioning, self assessment, homework, marking and book tasks. focus more on formative assessment on high quality, in depth teaching Formative assessment should inform teaching and learning. no necessary value in recording it as long as it is acted on</p> <p><u>Active ingredient 2</u> Summative assessment – how much a pupil has learned at the end of a teaching period. Separate from current plan as centrally directed by WeST.</p> <p><u>Active ingredient</u> Moderstion – an important</p>	<p>First 100 Days <u>Identify and prepare</u> Explore feasibility of knowledge connector books/ connectors on display for the children and resources for retrieval practice - initial focus on History and Geography. Explore current assessment practice in other WeST schls <u>Training</u> Subject Lead for History Geography to share initial formative assessment small steps with team during HT2. Use of knowledge organisers to highlight key knowledge covered and children to self-assess understanding using traffic lights. Science Lead to develop same approach. <u>Educational materials</u> Reading - 'Final report of the Commission on Assessment without Levels' Sept 2015, John McIntosh CBE and 'Assessment without levels: qualitative research' research report, December 2018 <u>Coaching / Model</u> Year 6 teacher to explore end of sequence assessment task in History and Geography which answers the key question and uses knowledge connector built over the sequence as a prompt tool. Year 6 teacher to share pupil outcomes with staff. Staff inset discussion around how this might look in other year groups <u>Develop</u> For History, Geography and Science – staff inset around - 1/ review prior knowledge at lesson start 2/ review at end of lesson to assess knowledge gained</p>	<p>First 100 Days Book look – Y6 – evidence of effective end of sequence tasks Hist/Geog. All classes using knowledge organisers and connectors in Hist/Geog. Drop ins – all year groups reflecting on prior knowledge in Hist/Geog lessons. Positive staff feedback on traffic light assessment and developing end of sequence assessments. Pupils engaged in lessons and using knowledge. connectors collaboratively to reflect on knowledge acquired in Hist/Geog. Teachers decided against knowledge connector books. Instead, connectors on display and revisited on smart boards / powerpoints each lesson with children. Reflection – Without connector books, how are chn remembering knowledge from prior year groups?</p>

<p>teaching, avoid unnecessary tracking and recording Ensure assessment directly evaluates pupils knowledge and understanding. Teachers assess understanding – identify gaps – informs focus for future lessons – prompts adaptations to approach – informs future thinking <u>Children</u> Enable pupils to understand how to improve as a result of feedback from teachers Pupils need a deeper understanding of topics, rather than focusing on progressing as soon as possible through levels, Need to embrace depth and mastery as opposed to racing through levels Pupils should have a secure understanding of key concepts before moving on Assessment should foster in pupils a sense of responsibility for progress <u>Attainment and progress</u> Clarity of assessment</p>	<p>tool for quality assurance of teacher assessments <u>Active ingredient 4</u> Half termly progress meets with teachers – identify gaps – plan interventions Need rigorous approach to monitor performance and improve feedback <u>Active ingredient 5</u> More opportunities for pupils to assess own progress – what they found difficult, what they had done well, what they needed to do next to develop their skills. develop a sense of responsibility for their own learning – result in meaningful dialogue between pupils and teachers on progress <u>Active ingredient 6</u> Marking and feedback to pupils are important aspects of assessment, however ofsted does not expect to see any specific frequency, type or volume. Unnecessary or extensive collections of marked pupils work not req</p>	<p>200 Days <u>Develop</u> All staff to carry out end of sequence assessment tasks in History and Geography, using knowledge connectors as prompts, answering the key question. All staff to traffic light key knowledge learned in both History / Geography and Science, on kOs. <u>Monitoring</u> Monitoring of end of sequence tasks by History / Geography lead to ensure there is Consistency and Coherence across school Monitoring of knowledge organisers and traffic lighting of key knowledge. Pupil talks by Geography / History Lead to see if children really understand the knowledge they have highlighted green. Also question whether knowledge highlighted red has been revisited by teachers in class. Pupil talks replicated by subject Science Lead Carry out pupil talks with SEND children – are they finding success in the curriculum? Are they using the widgeits to support their understanding of new concepts? <u>Coaching</u> Science lead to explore assessment tasks for Science – consider 3 week mini assessments and an end of sequence assessment. 2 year groups to explore one of the 2 assessment options in HT3. Explore simple recording systems to identify children WT/EXP/GD in History/Geography and Science <u>Training</u> Deputy Head to explore current marking and feedback policy for curriculum. Share ideas with the team. Deputy Head to monitor effectiveness of any changes made.</p>	<p>200 Days Book monitor Drop ins Pupil talks End of year Book review Drop ins Pupil talks Staff feedback Pupil engagement Pupil progress Pupil independence Pupil critical thinking Pupil confidence SEND Why are pupils being assessed What assessment is intended to measure What the assessment is intended to achieve How the assessment information will be used</p>
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