



The Collegiate Trust
Exceptional Education for All

Development Plan 2021/22

Courtwood Primary School

July 2021

*Nurturing Knowledge;
Learning for Life*



Courtwood Primary School



The Collegiate Trust
Exceptional Education for All

Our Partnership of Academies

The Collegiate Trust exists to improve education in Crawley, Croydon and surrounding areas. We work in partnership with academies whose values and approaches align with ours, and who want to work collaboratively within a forward thinking and ambitious organisation.

Academies in The Collegiate Trust

- maintain a strong individual identity within a powerful local partnership
- work collaboratively to improve education in each of our partner schools
- achieve value-for-money on highly cost-effective services delivered through the Trust
- have the opportunity to contribute to the development of outstanding new provision where it is needed, through the free schools programme
- drive forward standards within their school under a well-supported but autonomous Principal and a strong Local Governing Body
- deliver our mission of **Collaboration to Deliver Exceptional Education** and achieve our vision of **Exceptional Education For All**



Our Vision

Our vision for The Collegiate Trust is to deliver **Exceptional Education for All** in safe and nurturing environments.

Such an exceptional education has three features:

- A rigorous academic education which makes sure young people have a rich understanding and knowledge of a wide and relevant curriculum
- A set of creative learning experiences which involves all young people in (and develops an appreciation and understanding of) the creative, performing and physical arts
- The building of personal qualities and skills through the rich curricular and extra-curricular work in the academy and beyond, developing successful adults who respect each other and their surroundings

Strategic Drivers

The Board of Directors has agreed five *strategic drivers* (SD1-5) which will inform and drive the work of the Trust in the next three years; each driver is expanded into a number of specific aims. Each *Academy Development Plan* (ADP) responds to and builds on these drivers in the local context.

SD1 Educational Standards

Aims:

- i. Maintain an effective catch-up approach over 2022/22 that addresses the learning deficit caused by lockdown
- ii. A broad and inspiring curriculum in each academy, delivering the key features for our vision of *exceptional education*: academic rigour; creative, cultural and physical learning; personal development
- iii. Identify gaps in learning arising from lockdown and accelerate progress in all areas so that no group of pupils or students is left behind
- iv. Improve progress in reading, writing and maths
- v. Pupil and student well-being enhanced through staff training

SD2 Staff Development

Aims:

- i. Staff well-being key driver in all leadership work
- ii. Clear pedagogical approach in each academy informed by ongoing gap analysis for learning and research / best practice, which drives the CPD programme
- iii. Collaboration across the Trust drives improvement work and supports catch-up
- iv. Collaboration impacts positively on workload through sharing of expertise and resources

SD3 Building Leadership

Aims:

- i. Leaders focused on impact on learners
- ii. LGBs take lead role in development of their academies
- iii. *Talent Register* developed and informing leadership development
- iv. *Leadership Development Programme* (NPQs) impacting on learners

SD4 Recruitment & Retention

Aims:

- i. Marketing promotes benefits of working within the Trust
- ii. Retention strategies developed and evaluated
- i. Each academy fully staffed with qualified teachers and support staff

SD5 Business Management

Aims:

- i. **Maintain** financial stability across each academy and the Trust
- ii. Budget Plan & monthly monitoring delivering strong financial control
- iii. Capital plan improving learning environment
- iv. Central systems delivering high quality support to academies
- v. Planned strategy delivering effective growth of Trust

1. Introduction

Courtwood Primary starts the new academic year of 2021/22 as a 'Good' school (Ofsted May 2018).

We strive to ensure continued and sustained improvement at Courtwood Primary School. The new Academy Development Plan (ADP), builds on previous progress that the school has made since its Ofsted inspection in May 2018. It is our intention to nurture our children, alongside our continued drive to raise standards, enabling our children to be fully prepared for the future.

As part of The Collegiate Trust, Courtwood Primary has aligned itself with the Trust's vision to:

- Drive forward standards within the school
- Deliver exceptional education for all
- Offer an education that is ambitious, has high expectations of achievement and is enjoyable
- Value, support and develop staff

Specific contextual challenges this academic year

- There are no end of Key Stage results available for the years 2019-20 and 2020-21 due to the closure of schools during the COVID-19 pandemic.
- Learning in all year groups has needed to adapt and evolve over the last two years due to the length of time children have been out of formal schooling. This will continue to require a responsive and evolving planning process.
- This Development Plan has been developed in response to both the work the school was doing prior to the COVID-19 pandemic and the work we need to do in response to it.
- Some targets and actions in this Development Plan have been carried over from last year's plan, as the ongoing COVID crisis and national lockdowns meant that we were unable to progress as far as hoped with some aspects of whole school development. Some have also been repeated so as to embed and monitor more thoroughly than last year allowed.

Next steps identified for Courtwood from the OFSTED Inspection (May 2018) are:

- Children in the early years have more opportunities to read, write, count, use number and problem-solve, particularly in the outdoor learning environment.
- Pupils' writing in all subjects is as good as it is in English, so that they can apply the skills they have learned in English when writing across the curriculum.
- To improve the challenge for higher-attaining pupils, particularly in mathematics and foundation subjects.

2. Priorities

a. Quality of Education

To continue to raise standards in English and maths, implementing an enriched and appropriate curriculum characterised by high quality teaching and learning so that all pupils can make good and/or accelerated progress, ensuring they are ready for the next stage of their education. Embedding and developing teaching and learning approaches (retrieval, explicit vocabulary teaching, questioning and direct instruction) through staff professional development will ensure pupils of all abilities are challenged, made to think hard, and deepen learning. Refining planning will ensure that challenge is explicitly planned and directed for children across the curriculum and that lessons are well sequenced with the curriculum as the progression model for all children; this will ensure children of all abilities can explain and discuss their learning across the curriculum with confidence and that series of lessons in all subject areas contribute well to delivering curriculum intent. Continuous professional development for teachers will ensure staff understand the different subject disciplines to support children's learning and skills, alongside their substantive knowledge and that all staff have a common understanding of the school's curriculum intent ensuring consistency. Assessment will be developed across the foundation subjects to ensure progress can be effectively monitored and evaluated for all children, ensuring consistency, high expectations for all learners and a standardisation of knowledge across the staff team to understand what exceptional learning looks like for their own and others' practice.

b. Behaviour and Attitudes

To promote an inclusive environment, where pupils demonstrate a highly positive and resilient attitude towards their learning and challenges that they face with increasing confidence and independence. Behaviour for Learning skills will be re-taught and re-introduced to the children following the national lockdowns, to ensure children can persevere, embrace challenge with a positive mindset and work with increased resilience, allowing them to make good excellent progress. Children know and understand how to take responsibility for their own learning and can use strategies to ensure they can overcome difficulties in their learning, which have been modelled by staff.

c. Personal Development

To provide all pupils, including those identified as disadvantaged, with the skills they need to become responsible and respectful citizens who understand, appreciate and respect differences in the world and its people, coherently planned through the intended curriculum and extra-curricular activities. To re-establish the Pupil Parliament and provide pupils with the opportunity to develop respect for democracy and an experience in the democratic process, enabling pupils to work collaboratively and positively impact the school and wider community. E-Safety will be embedded to ensure our pupils are able to use the internet and all digital media in a safe and secure way effectively preparing them for today's digital world.

d. Leadership and Management

To ensure the school's curriculum vision and intent is consistently implemented across the school so that work in books and standard of learning is of a consistently high quality in all curriculum areas leading to a high-quality education for all pupils. The development of focused curriculum knowledge and pedagogy will be prioritised and continue to develop teacher knowledge and understanding of subject disciplines to further enhance highly-effective curriculum delivery, leading to improvements in curriculum delivery for all pupils over time, and particularly for pupils who have been identified as disadvantaged. Staff-wellbeing will be prioritised, to ensure staff have the tools, strategies and resources needed to be able to deliver exceptional learning. The Courtwood website will be updated to ensure it reflects the ethos of the school, is up-to-date and representative of the high-quality curriculum offered to all pupils.

e. Early Years

To establish an environment of high-ambition for all learners that enables our pupils to be active learners, and operate with independence and self-confidence so as to collaborate with peers and demonstrate high levels of curiosity, concentration and enjoyment. Purposeful planning and a systematic approach to the teaching of phonics, alongside a shared determination for pupils to achieve, will support pupils in developing an early love for reading and will enable

them to read and write well with increasing confidence and independence. Planned opportunities to allow pupils to apply skills and knowledge in all areas of the EYFS curriculum will support pupils to remember what they have been taught and to integrate new knowledge into larger concepts, with pupils motivated to learn, overcome challenges and succeed, regardless of their background, barriers or prior attainment.

Priority A – Quality of Education (links to Strategic Driver 1 & 2)

To continue to raise standards in English and maths, implementing an enriched and appropriate curriculum characterised by high quality teaching and learning so that all pupils can make good and/or accelerated progress, ensuring they are ready for the next stage of their education. Embedding and developing teaching and learning approaches (retrieval, explicit vocabulary teaching, questioning and direct instruction) through staff professional development will ensure pupils of all abilities are challenged, made to think hard, and deepen learning. Refining planning will ensure that challenge is explicitly planned and directed for children across the curriculum and that lessons are well sequenced with the curriculum as the progression model for all children; this will ensure children of all abilities can explain and discuss their learning across the curriculum with confidence and that series of lessons in all subject areas contribute well to delivering curriculum intent. Continuous professional development for teachers will ensure staff understand the different subject disciplines to support children’s learning and skills, alongside their substantive knowledge and that all staff have a common understanding of the school’s curriculum intent ensuring consistency. Assessment will be developed across the foundation subjects to ensure progress can be effectively monitored and evaluated for all children, ensuring consistency, high expectations for all learners and a standardisation of knowledge across the staff team to understand what exceptional learning looks like for their own and others’ practice.

Actions	Responsibility	Milestones
<p>1) <i>To continue to refine and implement teaching and learning approaches that will ensure pupils of all abilities, but particularly the disadvantaged, are challenged, made to think hard, and deepen learning, using school wide approaches such as retrieval, explicit vocabulary teaching, questioning and direct instruction.</i></p> <ul style="list-style-type: none"> Teachers to all be clear what Courtwood’s key teaching and learning approaches and understand that these will inform all monitoring undertaken this year. CPD programme that supports teachers to refine and develop their use of these teaching approaches, understanding how they can accelerate progress for the disadvantaged. Complete all moderation activities using these approaches as the focus for quality improvement, prioritising moderation of the disadvantaged and evaluating progress against individual targets. 	<p>SLT Maths/ English Leads</p> <p>SLT</p> <p>SLT Maths/ English Leads</p>	<p>Autumn Term Professional Development Meetings to re-visit with staff key teaching approaches that will support achievement of children thinking hard to deepen learning.</p> <p>1) explicit vocabulary teaching 2) retrieval practice 3) direct instruction and modelling 4) effective questioning</p> <p>Plan the CPD calendar for Autumn Term to support implementation of teaching approaches.</p> <p>Carry out monitoring for Autumn Term as per the MadMap.</p> <p>Ensure feedback to staff is timely and focused on the core approaches.</p>

<p>2) <i>To improve challenge in English and maths for all pupils to ensure that they make at least expected progress in line with their potential and that disadvantaged children make at least as good progress as their non-disadvantaged peers.</i></p> <ul style="list-style-type: none"> • Teachers will specifically direct questions to more able pupils during lessons and whole class teaching to meet the needs of the most able pupils, to stretch and challenge at the correct level. • The following key elements are consistently used to secure good and outstanding teaching to impact positively on pupil outcomes: <ul style="list-style-type: none"> ➤ Explicit learning intentions for the more able are reflected in planning and enable accelerated progress. ➤ Explicit vocabulary teaching, opportunities for retrieval practice, direct instruction and effective questioning (appendix 1). ➤ Assessment for learning (AfL) informs comprehensive provision throughout ambitious teaching sequences during lessons. and This ensures learner’s needs can be met by teachers skilfully adapting planning and offering regular opportunities for cognitive acceleration through the tasks provided. ➤ Pre-assessments of understanding (through conversation with the child and outcomes in books) ensure that flexible groupings allow for all children to be considered as most able within different areas/domains of the curriculum and are provided with challenging work. • Carefully selected activities and tasks to be set, which require the application of knowledge and skills at a deeper level, challenging and developing the pupils’ conceptual understanding, whilst providing frequent opportunities to apply more complex skills. • Use of Feedforward Record sheets to inform lessons and next steps, particularly focusing on children identified as disadvantaged. • Ensure working walls/displays, challenge children to use and apply newly taught vocabulary and teachers have high expectations of vocabulary being modelled and used correctly in all lessons. 	<p>Trust Education Team</p> <p>SLT</p> <p>SLT Subject Leads</p> <p>Subject Leads</p> <p>SLT Subject Leads</p> <p>Class Teachers</p> <p>Class Teachers</p>	<p>Sept 2021 INSET- <i>‘Advancing our mathematical thinking and approaches by developing a shared understanding of what exceptional maths looks like in our classrooms, our teaching, and our children’s learning’.</i></p> <p>Autumn Term Professional Development Meeting – ‘What good looks like’ in the classroom for each teaching approach (see appendix 1).</p> <p>SLT, subject leaders to monitor class books, teaching, pupil voice and data drops.</p> <p>SLT and subject leaders to monitor class teacher planning.</p> <p>Feedforward sheets to be completed to inform planning and next steps and SLT to monitor quality of Feedforward sheets.</p> <p>Pupil Progress Meetings to be held termly to track progress of all children, including the most able.</p>
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<p>3) <i>To improve pupil progress in Writing by effectively using high quality texts as a model to support high-quality written outcomes for all children.</i></p> <ul style="list-style-type: none"> • LA/FW to support teachers in understanding what makes and how to select a high-quality texts as models, by providing them with recommendations and resources to be able to select their own. • Whole-school training delivered to enable teachers to skilfully use high quality texts as models for children’s writing, with high expectations for the outcomes produced by all children. • Reading and Writing lessons are taught consecutively using the same high-quality text, so that children have an opportunity to explore, discuss and unpick an author’s choices during reading lessons and can then use this as a model for their own writing in the following writing lesson • Focused talk is encouraged in the classrooms and children are provided with regular opportunities to discuss the books they read. The whole-school teaching and learning focuses ensure that vocabulary is given high priority in the classroom. Planning includes the explicit teaching of new vocabulary and children are encouraged to make ambitious vocabulary choices. • LA/FW to support teachers in understanding how echo/fluency reading strategies can be used effectively to support children’s understanding of texts the texts they read. All KS2 children will be supported to improve their WCPM fluency reading rate if they do not meet the recommended 110 WCPM rate, thereby supporting their progress in reading and in accessing the rest of the curriculum. 		<p>Subject leaders to ensure that teachers have access to resources to help them select high quality texts</p> <p>Staff meeting to support teachers in understanding how to effectively use texts as a model? Could this be led by the trust?</p> <p>SLT and Subject Leaders to monitor class teacher planning.</p> <p>Subject Leaders to monitor Class Books, teaching, pupil voice and data drops.</p> <p>SLT and Subject Leaders to monitor class displays to ensure teaching approaches are promoted and visible.</p> <p>Sept. 2020 – Classroom environments to prioritise Tier 2 and Tier 3 vocabulary e.g. language on display in classroom</p> <p>Staff Meeting on Echo Reading strategies and how to include within the classroom?</p>
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<p>4) To improve the standard and quality of teacher's planning so that there are <i>ambitious</i> expectations of outcomes for all children which enable them to make <i>accelerated</i> progress.</p>	<p>Director of Education (KT)</p>	<p>Sept 2021 INSET- '<i>Building quality, effectiveness and expertise in our schools through collaborative practice</i>' – will provide an important opportunity to undertake joint practice development of exceptional maths.</p>
<p><u>Maths</u></p>		
<ul style="list-style-type: none"> • HB (maths lead) to ensure all teachers are using the correct planning format to ensure a shared focus on key expectations and consistency throughout the school. 	<p>Maths Lead (HB)</p>	<p>Sept. 2021 –Maths Framework in use to support planning.</p>
<ul style="list-style-type: none"> • HB to work with teachers using an example planning format to model key expectations and ensure teachers understand how outstanding outcomes for children at the end of a lesson are effectively considered during the planning process. Opportunities for cognitive acceleration for all pupils should be considered at this stage. 	<p>Maths Lead (HB)</p>	<p>Autumn 1 – Maths lead release time to focus on supporting quality planning with teachers 121. As required, to team teach in order to develop confidence and structure of lessons to impact pupil progress.</p>
<ul style="list-style-type: none"> • HB to monitor weekly planning and maths books (following 121 coaching work) and provide follow-up support to teachers where necessary with planning, to ensure the effectiveness of planning impacts positively on outcomes and progress for all children, including those who are disadvantaged. 	<p>Maths Lead (HB) / SLT</p>	<p>Developing a shared understanding of what exceptional maths looks like in our classrooms and teaching – INSET Sept. 2021</p> <p>Dec. 2021 – evaluate assessment data and identify gaps in learning along with strengths and areas for focus for spring term.</p>
<ul style="list-style-type: none"> • Pupils of all abilities are given regular opportunity, decided at the planning stage, to engage in reasoning and problem-solving/investigative activities which challenge them, so that all children can reason, explain, and talk about their mathematical learning with confidence. 	<p>Maths Lead (HB) and Class Teachers</p>	<p>Spring term – gap analysis and maths framework embedded in planning.</p> <p>March 2022 – evaluate assessment data – as for Dec 2021.</p>
<p><u>English</u></p>		
<ul style="list-style-type: none"> • LA/FW (English leads) to ensure all teachers are using the same planning format which includes both reading and writing lessons and that teachers understand how to use the progression frameworks for the different genres effectively to support planning and ensure all relevant skills are taught and embedded within a clear teaching sequence. 	<p>English Leads (FW/LA)</p>	<p>SLT and subject leaders to monitor class teacher planning.</p>
<ul style="list-style-type: none"> • LA/FW to work with teachers using example planning to model how backwards planning can be used effectively to cohesively build to a high-quality final writing outcome, ensuring lessons are clearly sequenced, with precise learning objectives that provide all children with opportunities to embed and practise existing skills and learn new ones. 	<p>English Leads (FW/LA)</p>	<p>Autumn 1 – English lead release time to focus on supporting quality planning with teachers 121. As required, to team teach in order to develop confidence and structure of lessons to impact pupil progress.</p>
<ul style="list-style-type: none"> • LA/FW to monitor weekly planning and English books (following 121 coaching work) and provide 	<p>English Leads (FW/LA)</p>	<p>Dec. 2021 & Spr 2022 – evaluate assessment data and identify gaps in</p>

<p>follow-up support to teachers where necessary with planning, to ensure the effectiveness of planning impacts positively on outcomes and progress for all children, but particularly those who are disadvantaged.</p> <ul style="list-style-type: none"> • Children are given regular opportunities to discuss their writing and are able to clearly articulate and explain why their most recent piece of work is better than their last, applying their knowledge and referring back to the skills they have learnt and practised. • Planning to include challenge for all and support for the least able. LA/FW to support teachers in how in-class interventions and the feedforward sheets can be used to do this with targeted precision for disadvantaged children, as well as provide guidance on how they can skilfully meet the needs of all the learners in the class. 	<p>English Leads (FW/LA) and Class Teachers</p> <p>English Leads (FW/LA) and Class Teachers</p>	<p>learning along with strengths and areas for focus.</p> <p>Gather pupil voice alongside book moderation to measure impact and pupil progress</p> <p>Termly Pupil Progress Meetings to identify pupils or intervention to close the gaps in pupil knowledge and accelerate progress.</p> <p>End of Year data</p>
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<p>5) <u>Wider Curriculum</u> <i>To improve teacher knowledge and understanding of subject disciplines to further enhance curriculum delivery. This will ensure that children can be effectively taught and understand how to think like scientists/historians etc and apply the disciplinary skills to their learning, focusing learning outcomes and complementing their substantive knowledge, alongside raising aspiration for the disadvantaged by giving them opportunity to acquire these academic skills.</i></p> <ul style="list-style-type: none"> • JSt to deliver CPD in Autumn 1 to teachers to ensure staff understand the differences between substantive and disciplinary learning. • TA Professional Development meetings will upskill and develop TA's knowledge of the types of learning (substantive and disciplinary) and enable them to highly effectively support children's learning in the classroom, accelerating progress and closing the gap between the disadvantaged and non-disadvantaged. • To develop a shared set of disciplinary skills for each foundation subject, by Key Stage, which children and staff continuously refer to in lessons while building their knowledge and expertise of what it means to work/learn in a disciplinary manner. • Subject leads to work with JSt in curriculum release to develop higher expectations of what excellent outcomes look like in their subject, and to monitor pupil outcomes, including building a developing awareness of how disciplinary skills are being taught across the school for their subject area. • 'Disciplinary' subject knowledge will be 'visible' when pupils are working in lessons, via physical prompts such as aprons/coats, to raise the focus for the children on the value of understanding why different subjects require them to work and think in different ways. 	<p>Deputy Headteacher (JSt)</p> <p>Deputy Headteacher (JSt)</p> <p>Deputy Headteacher (JSt) with teachers</p> <p>Deputy Headteacher (JSt) with subject leads</p> <p>Deputy Headteacher (JSt)</p>	<p>Professional Development Meeting – Autumn 1.</p> <p>Commencing weekly from Tuesday 14th September: KS1 9:15-9:45am/ KS2 9:45 – 10:15am. Key priorities selected for TA Performance Management.</p> <p>Professional Development Meeting – 06.10.21. Lesson observations and informal discussions with children.</p> <p>Curriculum release – Tuesday pm 1 x per half term. Subject leads to audit provision against key audit questions and work with JSt to prioritise agreed actions. Informal lesson visits and book looks to be completed.</p> <p>Children can talk to staff about what it means/what skills they need to work scientifically etc. They can give examples of how they have applied what they know about working in this way in their lessons.</p>
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<p>6) <u>Wider Curriculum</u> <i>To develop effective, robust, and manageable assessment processes to understand learning and progress, which will enable improved consistency, as well as developing approaches which challenge the most able learners and enable the disadvantaged to experience success in the classroom.</i></p> <ul style="list-style-type: none"> To use evidence-based research led approaches to foundation subject assessment, to inform the design of a highly effective assessment system that will assess both children’s substantive and disciplinary knowledge in each subject. Assessment design to mirror the taught content for each subject in each year group, to ensure the planned curriculum can be used with fidelity as the progression model for all children. Questions will assess both recalled knowledge and also the child’s ability to synthesise knowledge from their wider learning. To establish an 80% threshold for all foundation subject assessments to ensure high expectations of all children and that enough substantive content knowledge is remembered/secure to allow success in future learning/year groups where this knowledge can be built upon. Assessment design to be constructed to create minimal construct variance, thereby ensuring the validity of tests for all children and that the data can reliably be used to draw conclusions about what pupils do and do not know. SIMS, or an alternative system if necessary, to be set up to be able to record teacher assessments and allow tracking and evaluation of pupil progress. Assessment to aid evaluation of how well language development and comprehension work is supporting disadvantaged pupils. 	<p>Deputy Headteacher /Assessment lead (JSt)</p> <p>Deputy Headteacher /Assessment lead (JSt)</p> <p>Deputy Headteacher /Assessment lead (JSt)</p> <p>Deputy Headteacher /Assessment lead (JSt)</p> <p>Stuart Bocking/ Debbie Craddock</p>	<p>Assessments will be completed by all children at the end of a unit of work in the foundation subjects. Assessment will provide evidence of a child’s substantive knowledge learned and of their ability to work in a disciplinary manner. Assessments to be trialled in history and geography at end of Autumn term/ science and art end of spring term/ DT and RE by summer.</p> <p>Teachers will view the assessments as reflective of the curriculum and ‘fair’ for children after first administration by end Aut. 2.</p> <p>Dec/ Apr/July: Subject leads/JSt to monitor outcomes from assessments and work with class teachers to either refine questions or refine teachers planning and curriculum delivery.</p> <p>Data from assessments completed at the end of units (3 x annually) will accurately present a picture of each child’s learning and knowledge.</p> <p>End of Aut. 2 - End of unit assessment can be entered into SIMS for Geog/Hist. Teachers will understand how to enter data accurately for their class. Subject leads will be able to analyse data and use this to support next steps for their subject area.</p>
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<p>7) <u>Wider Curriculum</u> <i>To develop standardisation knowledge to ensure the staff team know what exceptional learning looks like in each area of the curriculum and how this can be evidenced, resulting in securing consistency of learning and high-quality outcomes across year groups and in books.</i></p> <ul style="list-style-type: none"> • Develop strong teacher understanding of assessment practices for the foundation subjects so that staff can clearly articulate why a child is either working at greater depth, working at age-related expectation, or working towards age related expectation and understand what next steps can be provided to ensure progression. This will ensure teachers can clearly articulate to children what they need to do to be successful and will inform planning of opportunities and high-quality tasks that challenge all children to excel in their work. • To share and compare outcomes in foundation subjects with other TCT primary academies, to inform understanding and establish clear expectations about academic standards and what exceptional learning looks like. 	<p>Deputy Headteacher /Assessment Lead (JSt)</p> <p>JSt and other TCT Assessment Leads</p>	<p>Professional Development Meetings throughout the year to develop staff knowledge and review how well the assessments are working.</p> <p>Dec/April/July: Teachers can add to their knowledge of a child’s skills and achievements in each subject through assessment.</p> <p>Parents Evenings/Summer EOY report: Grades reported to parents and judgements made will be standardised across the school/each class.</p> <p>Spring term - shared moderations. Shared book looks/joint professional development.</p>
<p>Key Review Dates:</p> <p>End of term assessments</p> <p>Pupil Progress Meetings (To be held at the start of term)</p> <p>Dec/ Apr/July: Subject leads/JSt to monitor outcomes from assessments in subjects from the wider curriculum</p>		

Priority B – Behaviour and Attitudes (links to Strategic Driver 1 & 2)

To promote an inclusive environment, where pupils demonstrate a highly positive and resilient attitude towards their learning and challenges that they face with increasing confidence and independence. Behaviour for Learning skills will be re-taught and re-introduced to the children following the national lockdowns, to ensure children can persevere, embrace challenge with a positive mindset and work with increased resilience, allowing them to make excellent progress. Children know and understand how to take responsibility for their own learning and can use strategies to ensure they can overcome difficulties in their learning, which have been modelled by staff.

Actions	Responsibility	Milestones
<p>1) <i>To ensure that parents are supported in understanding the importance of full attendance at school to their child's academic catch-up and unauthorised absence and holidays are effectively managed to minimise disruption to each child's catch-up.</i></p> <ul style="list-style-type: none"> • SLT/Nurture Team to identify and work with families who express reluctance to return to school. Causes of weaker attendance to be identified for each family (emotional/mental health factors/ physical health factors/ attitudinal factors or school behaviour based factors) and positive relationships built to encourage attendance and reduce the disadvantage experienced from low school attendance. • Pupils will recognise the importance of attendance and punctuality and the positive impact this has on learning, catch-up and readiness for later life. • Educational Welfare Officer (EWO) to meet weekly with JSt / Attendance Lead to review whole-school attendance, attendance of those identified as disadvantaged and Persistent Absence. • Where concerns around an individual child/family arise, EWO to meet with parent/carers virtually/face to face to implement agreed plan for improving attendance. All families to be held in high regard by school staff and encouraged to make improvements in a supportive manner. • EWO to carry out announced and unannounced home visits where attendance becomes a safeguarding concern. • EWO and Attendance lead to continue to review school attendance processes in light of updated Covid-19 attendance requirements from the government. 	<p>SLT Nurture Team</p> <p>SLT</p> <p>EWO Attendance Lead (JSt)</p> <p>EWO Attendance Lead (JSt)</p> <p>EWO</p> <p>EWO Attendance Lead (JSt)</p>	<p>Nurture Team to maintain regular contact with identified families where intervention and support is required.</p> <p>Daily monitoring of registers and attendance to ensure a swift response to any absence</p> <p>Weekly - EWO to be advised of concerns or patterns of persistent absence</p> <p>Half-termly – Review attendance</p> <p>End of Year – Attendance data to be inline or higher than National Average (2018-19 average was 96%)</p> <p>PP attendance data to be above 94%</p> <p>End of Year – Persistent Absence will be in line with National (8.4%)</p>

<p>2) <i>To continue to promote excellent behaviour for learning, supporting all children to develop metacognition for learning, thereby ensuring children can persevere, embrace challenge and work with increased resilience and regulation to enable their own progress.</i></p> <ul style="list-style-type: none"> • All staff to be clear on the school policy for rewards and sanctions throughout the school, applying these with fairness and consistency and the importance of highly positive behaviour and attitudes which are common throughout the school. • High expectations from all staff to ensure consistency in the application of behavioural expectations. • Children’s awareness of metacognition, and how they self-regulate their behaviours ready for learning are addressed in class teaching across the curriculum, including priority PSHE content, actively reducing disadvantage of learning. Pupils are committed to their education and motivated to achieve well. • JS to deliver training and ongoing coaching support so that lunchtime supervisors feel confident in managing behaviour effectively, including ensuring children who are socially and emotionally disadvantaged are supported to develop strategies to enjoy lunchtimes. • Pupils are actively involved in their own learning, demonstrating independence, resilience and positive learning behaviours and are able to articulate how these make them a more successful learner. • Pupils can discuss/model resilience and strategies using language associated with a can-do attitude. • Re-establish celebration of school values demonstrated throughout school life and acknowledged through weekly assemblies. • Monitoring by SLT used as an opportunity to review how effectively behaviour for learning is applied in the classroom by both children and staff. 	<p>SLT All Staff</p> <p>All staff</p> <p>All Staff</p> <p>SLT</p> <p>SLT</p>	<p>Sept 2021 INSET – Revisit/revise Behaviour Policy</p> <p>Review learning behaviour from 2020/21 and set expectations.</p> <p>Assemblies to promote behaviour for learning/expectations</p> <p>Autumn – lunchtime supervisor training led by Jen Squires.</p> <p>Autumn 2 - review behaviour</p> <p>Autumn - Staff to embed language associated with a can-do mindset in all subjects</p> <p>Serious and low-level behaviour incidents are dealt with consistently and analysed and monitored effectively</p> <p>Reduced incidents of negative behaviour recorded on CPOMs</p> <p>Progress will be in line with or better than National, demonstrating children’s learning behaviours are positively impacting on their catch-up</p> <p>Lesson drop-ins/visits</p>
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Key Review Dates:

Half-termly – Review attendance

End of Year – Attendance data reviewed

Termly reports to be run via CPOMs to monitor behaviour

Priority C – Personal Development (links to Strategic Driver 1 & 2)

To provide all pupils, including those identified as disadvantaged, with the skills they need to become responsible and respectful citizens who understand, appreciate and respect differences in the world and its people, coherently planned through the intended curriculum and extra-curricular activities. To re-establish the Pupil Parliament and provide pupils with the opportunity to develop respect for democracy and an experience in the democratic process, enabling pupils to work collaboratively and positively impact the school and wider community. E-Safety will be embedded to ensure our pupils are able to use the internet and all digital media in a safe and secure way effectively preparing them for today’s digital world.

Actions	Responsibility	Milestones
<p>1) <i>To have an increased focus on pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance to ensure pupils have a more in-depth understanding of the society within which they live and develop into responsible, respectful and active citizens.</i></p> <ul style="list-style-type: none"> Fundamental British values underpin the work of the school and are taught through the school curriculum (including discussions and literature), assemblies, visits, and wider opportunities including nurture, circle time, displays and leadership opportunities. Ensure all pupils within the school have a voice that is listened to and the opportunity to have their views considered thoughtfully and respectfully through in-class discussion, assemblies and opportunities for additional responsibility. Pupil voice to be specifically sought from children identified as disadvantaged in order to address barriers. Support all children to learn to respond appropriately when their views or opinions are challenged or unwelcomed by others, with specific nurture intervention for those identified as disadvantaged through lacking role models in this area. 	<p>SLT Class Teachers</p> <p>Principal</p> <p>SLT All Staff</p> <p>SLT All Staff</p> <p>Subject Leads</p>	<p>School assemblies will promote a sense of community and recognition of British values</p> <p>Weekly assemblies and Religious Education/PSHE lessons reinforce messages of tolerance and respect for others.</p> <p>Autumn Term – To set up an active Pupil Parliament, made up of democratically elected pupils, who meet regularly and inform decision making around the school.</p> <p>Daily – via Behaviour Policy/assemblies - Pupils are taught that there are positive and negative consequences to their actions, and that breaking school rules has clear and predictable outcomes, as with British law.</p> <p>Daily - Pupils are taught to take responsibility for their behaviour as well as knowing their rights. We educate and provide boundaries for pupils to make informed choices, through a safe environment and an empowering education.</p>

<ul style="list-style-type: none"> Model how democracy works by actively promoting democratic processes such as election of a Pupil Parliament whose members are voted for by other pupils. 	<p>SLT Subject Leads</p>	<p>British Values and PSHE/RSHE leads to monitor planning, outcomes and collect pupil voice to inform next steps for implementation.</p> <p>Dec. 2021, March 2022, June 2022 – Monitoring shows that pupils are prepared for life in modern Britain and have a strong awareness of equality and diversity.</p>
<p><i>To re-introduce pupil leadership roles across the year groups, to develop roles of responsibility and enable pupils to make a positive contribution to school life and the wider community.</i></p> <ul style="list-style-type: none"> To work with the Pupil Parliament to identify ways to further support the local community, leading to a highly positive and tangible contribution. Develop the role of JTA to promote active travel, walking, cycling/scooting, and road safety thereby promoting good physical health for all pupils. 	<p>Principal (NG) Class Teachers</p> <p>Principal (NG)</p> <p>Principal (NG)</p> <p>Principal (NG)</p>	<p>Autumn Term – To set up an active Pupil Parliament and JTA group, comprised of democratically elected pupils, who meet regularly and inform decision making around the school.</p> <p>Aut. 1 – Identify key areas of focus for the term/school year. Class vote on priorities for the year.</p> <p>Monthly – School Council / JTA meetings.</p> <p>December/March/July – Evaluate impact.</p>
<p>2) <i>To develop a collective staff team understanding of the term ‘disadvantaged’ and commitment to addressing disadvantage across the school at Courtwood adapting practice to ensure there is a positive impact on pupils’ self-esteem, attainment, and progress and aspiration.</i></p> <ul style="list-style-type: none"> SLT/Disadvantaged lead to define the parameters of what a child identified as ‘disadvantaged’ means at Courtwood. Children from across the school to then be identified and added to our Disadvantaged register. SLT/Disadvantaged Lead to identify the range of needs for children on the PPG/Disadvantaged Registers. Nurture team to provide targeted emotional/pastoral/family support for identified disadvantaged pupils. Mentors to be used for a small group of selected pupils to support improving their confidence and mindset regarding their ability to learn, be successful and have high 	<p>SLT /Disadvantage Lead (JS)</p> <p>Nurture Team (SW/ JMc)</p> <p>Trust Team</p> <p>SLT</p>	<p>Sept. 2021 INSET – Tackling Inequality</p> <p>Sept. 21 – Disadvantaged register to be created using agreed definition of disadvantaged.</p> <p>Autumn 1 - PPG Register to be updated/analysis of needs completed</p> <p>Identify barriers to learning for disadvantaged pupils and implement intervention to overcome them</p> <p>Aut/Spr/Sum - Pupil Progress meetings to discuss attainment and progress of all disadvantaged pupils and achievement reported back to governors</p> <p>Sept. 2021 – Nurture Team to support key children who need emotional intervention - Use of ELSA (Emotional Literacy) / Drawing & Talking etc</p> <p>September 21 - Children identified for ‘catch up’ intervention (Catch up funding)</p> <p>Dec 2021, March 2022 – review the impact of intervention programmes –</p>

<p>expectations for themselves. Mentors also to work with families of these children.</p> <ul style="list-style-type: none"> • Jen Squires to be part of TCT Disadvantaged Strategy Team to ensure effective provision is in place to meet the needs of this group. • Provide targeted support to identified children using Government ‘catch-up’ initiative funding. • A detailed Pupil Premium Strategy is in place to support accelerated progress for PPG children, thereby diminishing the difference between progress and attainment of financially disadvantaged pupils compared to their non-PPG peers. 	<p>Principal (NG)</p>	<p>adapt, modify, and change focus if needed</p> <p>July 2022 – Summative review of the impact of interventions (review data, TA)</p> <p>Governors will have a clear understanding of Pupil Premium expenditure and impact.</p> <p>Data outcomes will be in line or better than the National expectation for PPG/Disadvantaged children</p>
<p>3) <i>To further develop pupils’ ability to recognise online and offline risks to their well-being and recognise the dangers of inappropriate use of mobile technology and social media.</i></p> <ul style="list-style-type: none"> • Regular assemblies on e-safety. • Computing lessons will ensure risks and how to keep safe online are continuously taught, to ensure pupils are confident in the actions to take if they ever feel uncomfortable online. • Increased visibility (displays) and promotion of how to use technology safely and appropriately, thereby supporting pupils to make informed and safe decisions whilst online. • Parent Workshops to support parents in being aware of the risks online and how to keep their child/ren safe. • To further develop the school website to provide information and communicate key messages to parents regarding online safety, providing them with the knowledge to keep their child/ren safe at home. • To use the Parent Facebook page/Courtwood Twitter account to promote online safety to the parent and wider community. 	<p>SLT Computing lead (CE)</p> <p>All Staff/ CE</p> <p>SLT Computing Lead (CE)</p> <p>Principal (NG)/ Computing Lead (CE)</p> <p>SLT/ CE</p>	<p>Sept. - Book workshops for EYFS, KS1, KS2 and parents on internet safety.</p> <p>PSHE – Discussion on internet safety, online-bullying etc.</p> <p>Aut. 1 –class/school displays promoting E-Safety.</p> <p>Half Termly - website to be updated re. internet safety to support parents.</p>
<p>Key Review Dates:</p> <p>Dec. 2021, March 2022, June 2022 – Monitoring shows that pupils are prepared for life in modern Britain</p> <p>Aut/Spr/Sum - Pupil Progress meetings</p> <p>Dec 2021, March 2022 – review the impact of intervention programmes – adapt, modify, and change focus if needed</p> <p>July 2022 – Summative review of the impact of interventions</p>		

Priority D – Leadership and Management (links to Strategic Driver 1, 2 & 3)

To ensure the school’s curriculum vision and intent is consistently implemented across the school so that work in books and standard of learning is of a consistently high quality in all curriculum areas leading to a high-quality education for all pupils. The development of focused curriculum knowledge and pedagogy will be prioritised and continue to develop teacher knowledge and understanding of subject disciplines to further enhance highly-effective curriculum delivery, leading to improvements in curriculum delivery for all pupils over time, and particularly for pupils who have been identified as disadvantaged. Staff-wellbeing will be prioritised, to ensure staff have the tools, strategies and resources needed to be able to deliver exceptional learning. The Courtwood website will be updated to ensure it reflects the ethos of the school, is up-to-date and representative of the high-quality curriculum offered to all pupils.

Actions	Responsibility	Milestones
<p>1) <i>To ensure the school’s curriculum intent and implementation are embedded consistently across the school so that work/outcomes is of a consistently high quality in all curriculum subject areas for all learners, including those who are disadvantaged.</i></p> <ul style="list-style-type: none"> To complete the intent for all remaining subjects – music, RE and computing, to ensure children are not disadvantaged through lack of opportunity. Revision of the MFL curriculum (Latin) to be part of this work. To monitor the implementation of the curriculum through lesson drop-ins, book looks, chats with disadvantaged pupils, coaching and modelling alongside continued staff CPD for the foundation subjects. To evaluate the impact on learning and outcomes that the implemented curriculum is having for different pupil groups, including the disadvantaged. <p>Successful implementation will look like:</p> <ul style="list-style-type: none"> Carefully planned subject content Learning building sequentially and progressively between each lesson with opportunities for children to retrieve/ refer to previous learning, of which teachers are explicitly aware and can make connections to. Content from the relevant knowledge organiser being taught to ensure progression. Vocabulary learning and language development is evident through pupil outcomes, spoken and written, for all pupil groups. Retrieval opportunities are embedded in teaching to allow all children, including SEND 	<p>JSt</p> <p>SLT/ subject leads</p> <p>JSt/SLT</p>	<p>JSt to have met with subject leads for music, RE and computing by October half term and had initial curriculum conversations, with subject leads clear on their next steps and timescales.</p> <p>By end of terms - subject leads to write their curriculum impact reports for governors. Curriculum meetings at LGBs in January, May and September.</p> <p>Lesson observations Focus – vocabulary teaching. SLT will be checking for teachers using the shared approach/expectations regarding vocabulary teaching.</p> <p>Termly - subject leaders to complete regular informal lesson drop ins and book looks to inform their understanding of where implementation is starting to work well and where further support is needed. Impact reports submitted to JSt termly.</p>

<p>and the disadvantaged, to remember more and make links to other curriculum learning.</p> <p>➤ Teacher subject knowledge and pedagogy is strong and underpins teaching approaches used in the classroom to which accelerate progress, with a focus on the disadvantaged.</p>		
<p>2) To continue to prioritise the development of curriculum knowledge and pedagogy for all staff, and to continue to develop teacher knowledge and understanding of subject disciplines to further enhance curriculum delivery.</p> <ul style="list-style-type: none"> • Plan an over-arching programme of purposeful CPD for teachers, focusing on reducing the attainment and aspiration gap between disadvantaged and non-disadvantaged pupils, to ensure teachers have the expertise to teach with good excellent subject knowledge and confidence. • Teacher/TA Professional Development Meetings to share pedagogy/ approaches/ rationale/ barriers for effectively supporting disadvantaged pupils, facilitating effective Teaching and Learning through a comprehensive understanding of their role and responsibilities. • SLT to monitor planning/outcomes to ensure 121 support can be implemented as necessary to ensure all teachers have an excellent understanding of the types of tasks that should be planned for to promote accelerated progress for all. • Subject leads to evaluate the impact of the implemented curriculum and children’s retained knowledge over time via highly effective assessment processes, for disadvantaged and non-disadvantaged pupils. • Subject leads to plan, deliver and organise staff training/CPD opportunities, to develop teacher knowledge of the impact of disadvantage for pupils in their subject area. 	<p>NG/JSt</p> <p>NG/JSt</p> <p>SLT</p> <p>Subject leads</p> <p>Subject leads</p>	<p>PDM timetable for teachers.</p> <p>PDM timetable for support staff.</p> <p>Autumn 1 - Subject leaders to create appropriate impact plans and monitor teaching/learning & outcomes.</p> <p>Autumn 2 / Dec. - Subject leaders to summarise impact of T&L in their subject area via their governor impact report.</p> <p>AER July 2022</p> <p>Governor Impact Reports</p>
<p>3) To prioritise staff wellbeing, to ensure staff have both the personal and pedagogical tools and resources needed, to be able to deliver exceptional learning.</p> <ul style="list-style-type: none"> • SLT to review and consciously look to reduce the number of tasks outside of classroom teaching which teachers are asked to complete to support work/life balance, and to allow the tasks that will 	<p>SLT</p>	<p>PDMs/moderations/lesson observations all aligned to the core T&L priorities for the year to ensure less duplication and more impact.</p>

<p>make a difference to pupils' progress to be the focus of planning and moderation work.</p> <ul style="list-style-type: none"> • Ensure staff feel able to approach senior leaders for support, to include professional dialogue, access to external support and time off for personal reasons. • To continue to create a culture where professional learning and improvement is valued, with staff trusted to take on new initiatives and take risks when delivering exceptional education. • Reports on wellbeing of staff and pupils in termly HT report to governors. Well-being & safeguarding standing agenda items. • Staff socials and events to be arranged to foster working relationships and teambuilding, following 18 months of teams having to operate in isolation from each other due to bubbles. 	<p>SLT</p> <p>SLT</p> <p>Principal (NG)</p> <p>Staff Team</p>	<p>Staff absence due to stress/poor wellbeing will reduce.</p> <p>INSETs and weekly PDMs – planned to ensure staff have the skillset required to execute their professional duties with confidence.</p> <p>3 x annually – HT report.</p> <p>Ad hoc.</p>
<p>4) To develop the academy website to ensure it reflects the inclusive ethos of the school, is up-to-date and representative of the ambitious curriculum.</p> <ul style="list-style-type: none"> • Ensure all relevant statutory content is updated and reflects current curriculum practice. • Complete the remaining individual subject pages of the curriculum section, to ensure that information regarding the intent and implementation of each subject discipline is available for parents and visitors. • Review and re-design class pages so that parents are easily able to gain a snapshot understanding of what their child will be learning and can expect from life at Courtwood in each year group. 	<p>Principal (NG) and Governance Manager (SS)</p> <p>Deputy Headteacher (JSt)</p> <p>Deputy Headteacher (JSt)</p>	<p>End of Autumn term – review and update any necessary documents.</p> <p>End of Autumn 2 – information to be available on the website for computing, RE and music.</p> <p>Feedback from parents regarding the class pages.</p>
<p>Key Review Dates:</p> <p>Lesson Observations</p> <p>Autumn 2 / Dec. - Subject leaders to summarise impact of T&L in their subject area via their governor impact report.</p> <p>End of terms - subject leads to write their curriculum impact reports for governors.</p> <p>AER July 2022</p>		

Priority E – Early Years

To establish an environment of high-ambition for all learners that enables our pupils to be active learners, and operate with independence and self-confidence so as to collaborate with peers and demonstrate high levels of curiosity, concentration and enjoyment. Purposeful planning and a systematic approach to the teaching of phonics, alongside a shared determination for pupils to achieve, will support pupils in developing an early love for reading and will enable them to read and write well with increasing confidence and independence. Planned opportunities to allow pupils to apply skills and knowledge in all areas of the EYFS curriculum will support pupils to remember what they have been taught and to integrate new knowledge into larger concepts, with pupils motivated to learn, overcome challenges and succeed, regardless of their background, barriers or prior attainment.

Actions	Responsibility	Milestones
<p><i>1) To implement the new EYFS Framework.</i></p> <ul style="list-style-type: none"> Teaching staff and SLT to attend external training on the new framework, ensuring a clear understanding of the new document and implications for outstanding Early Years practice. EYFS class teacher to attend LA Network meetings to share best practice in relation to the new framework. Training delivered to subject leads to ensure a whole school understanding of the new EYFS framework. Teach and plan excellent lessons on a weekly basis from the new framework, setting high expectations of progress for all learners. Parents understand expected end of EYFS national outcomes for children and have high expectations of the quality of Early Years literacy provision that their child receives, which ensures any existing communication disadvantage gap is actively reduced during Reception in preparation for KS1&2. 	<p>EYFS Class Teacher SLT</p> <p>EYFS Class Teacher</p> <p>EYFS Class Teacher SLT</p> <p>EYFS Class Teacher</p> <p>EYFS Class Teacher SLT</p>	<p>September 2021 – EYFS Class Teacher to meet with SLT</p> <p>EYFS Class Teacher to attend LA Network meetings.</p> <p>Compare outcomes with other local schools as well as with other schools within The Trust.</p> <p>Information workshops for parents Autumn Term</p> <p>Spr Term / January EYFS Conference</p>
<p><i>2) Enhanced continuous provision, linked to child-initiated activities to be established as the norm in both the indoor and outdoor learning environments. Children challenged at all levels to explore unknown possibilities and discover new learning.</i></p>		<p>Autumn 1 – EYFS team to plan and organise the setting/learning</p>

<ul style="list-style-type: none"> Indoor and outdoor setting to be organised to promote achievement in all areas of the EYFS Curriculum including promoting independence in learning, for all children, including the disadvantaged. Resources to be well organised indoors and outdoors, clearly labelled, and accessible for children to be able see, read and use. Ensure that children affected by socioeconomic disadvantage have access to resources for learning at home as well as school. Opportunities for children to read, write, count and problem-solve to be created at every opportunity, both indoors and outdoors. EYFS staff to feel confident in intervening in play and skilfully supporting language, oracy and vocabulary development in all children, reducing the disadvantage communication gap. Children are routinely and directly supported in their play by adults, who use observations of learning behaviours/formative assessments, to inform responsive teaching and intervention. EYFS class teacher to attend LA Network meetings to share best practice. 	<p>EYFS Class Teacher</p> <p>EYFS Class Teacher SLT</p> <p>EYFS Team SLT</p> <p>EYFS Class Teacher SLT</p>	<p>environments to meet the needs of the cohort</p> <p>Autumn 1 – EYFS team to plan and organise resources</p> <p>Planning to link to topics and opportunities to be included within the weekly planning.</p> <p>Lesson observations Aut / Spr / Sum</p>
<p>3) <i>To increase the opportunities to apply reading, writing and maths knowledge to develop children’s ability to think creatively, imaginatively and develop their problem-solving skills.</i></p> <ul style="list-style-type: none"> Children are provided with opportunities to have experiences outside of their normal realm, including play in-role, collaborative and problem-solving play. Prompt identification of children who are disadvantaged to drive early targeted intervention for these children in EYFS, to allow them to catch-up and keep pace with their non-disadvantaged peers from the outset. Purposeful planning ensures pupils have the opportunity to practise and apply their phonic knowledge in continuous provision, child-led and adult-led activities. Pupils are confident to try new activities and show independence, resilience and perseverance in the face of challenge. Activities are planned to ensure pupils have sufficient opportunities to apply their mathematical knowledge and skills in a variety of scenarios. 		<p>Pupil Voice</p> <p>Autumn 1 – Learning Walk to be carried out to monitor setting</p> <p>Weekly planning to be monitored by SLT</p> <p>Pupil observations/EYFS Profile to evidence pupils actively learning</p> <p>Moderation of EYFS profiles and books to monitor application of phonics</p> <p>½ termly Moderation of EYFS profiles and books to monitor pupils’ application of mathematical knowledge and skills.</p> <p>Pupil observations - to monitor pupils independence, engagement and curiosity to learn</p>

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Key Review Dates:

Lesson observations

½ termly Moderation of EYFS profiles and books

Termly assessment/data

Primary	
Headline Accountability Measures	Targets 2021/22
Key Stage 2	Expected xx% Beyond yy%
Key Stage 1	Expected xx% Beyond yy%
Phonics	
GLD	

Teaching Approach: Explicit Vocabulary Teaching

- Children are given opportunities for spoken rehearsal prior to writing;
- Planning will show teachers pre-planning vocabulary that will be explicitly taught to support understanding;
- Adults will purposefully model vocabulary choices/language;
- Children will be given opportunities to apply taught vocabulary in later work/sessions;
- Vocabulary will be visible in the classroom environment;
- Pre-teach will include vocabulary teaching;
- Vocabulary from the knowledge organiser (foundation subjects) is taught and used;
- Children can play and explore vocabulary through linking to other words e.g. synonyms/antonyms/ word classes changing by adding prefixes/suffixes etc.
- Children purposefully using resources such as word banks, dictionaries and thesauruses independently.
- Across the curriculum children expertly applying subject specific vocabulary into wider work.

Teaching Approach: Retrieval Practice

- Opportunities are planned for and evident in planning
- Children are confident when completing retrieval strategies and understand the purpose and benefits to them.
- Children are given opportunities to learn and practice retrieving the information from their knowledge organisers
- Adults are using the language of retrieval regularly with the children in the classroom (thinking hard/self-quizzing etc)
- Only previous learning used for retrieval, nothing new.
- Activities should be pacy and low-stakes.
- Children will have to 'think hard' and 'struggle' a bit.

Teaching Approach: Modelling

- Modelling use of language and vocabulary
- Step-by-step instruction to reach a planned outcome, thereby purposefully sequencing lessons which will move pupils towards a stronger understanding.
- Pitched to the top of the class with support for others to reach this, rather than differentiated to be made easier (putting a ceiling on achievement)
- Use of the visualiser
- Example available for the children to refer to
- Clear explanations (staff CPD on what makes a clear explanation)
- Model using the resources the children will use/and using real examples from their text/learning.
- Asking questions to make sure pupils have understood the modelled learning.
- Effective feedback

Teaching Approach: Effective Questioning

- Different question types used purposefully by teachers to elicit and deepen understanding.
- All children should be included
- Teachers using a variety of questioning strategies (staff CPD) such as the A,B,C method.
- Staff asking questions which make children visibly 'think hard.'
- Opportunities for questions that let children rehearse what they are going to have to write.
- Key questions planned so they specifically address key learning and concepts being taught.
- Questioning takes place in a respectful environment
- Teachers use children's responses to remodel the learning/misconceptions.