



**Exceed Learning Partnership**  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Updated:	September 2023
Prepared by:	S.Crampton Principal and SLT Members
Approved by:	LGB
Next Review:	December 2023

# Our Vision

To equip young people with  
the knowledge, skills and  
mind-set to thrive and then  
take on the world!



# Key Priorities

## Priority ONE

Ensure a **high-quality, sequential and consistent** approach to the teaching and assessment of **writing and phonics**

**for all** learners including the most disadvantaged and SEND

## Priority TWO

Embed our **progressive and sequential curriculum** across all subjects and year groups ensuring that **leaders at all levels** are able to evaluate all pupil's learning (including Disadvantaged and SEND) and further develop high quality teaching in the wider curriculum.

## Priority THREE

To **develop** a **progressive** and detailed **Personal Development Offer**, which underpins, all aspects of the Curriculum at Carr Lodge for **all groups of learners to access.**

## Priority FOUR

**Embedding** a **creative, sequential** and **challenging** EYFS curriculum for **all** groups of learners to excel in.

**PRIORITY ONE: Ensure a high-quality, sequential and consistent approach to the teaching and assessment of writing and phonics for all learners including the most disadvantaged and SEND**

Focus (Why?)	Active Ingredients- Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)			Final Outcomes (And so?)
			Short Term What difference will this make to teacher/leader expertise (knowledge, skills and understanding)	Medium Term What difference will this make to changing whole school/classroom practice	Long Term What difference will this make to pupil outcomes	
<p><b>ELP Writing Progression Document</b></p> <p>The writing progression document and assessment materials have been updated so all teachers to have a secure understanding of the progression of writing across terms within year groups and from year to year.</p>	<p>Implementation of the updated ELP writing progression.</p> <p>Improved moderation systems and procedures.</p> <p>Introduce the updated Trust assessment material</p>	<p><u>Deliver</u></p> <ul style="list-style-type: none"> <li>All teachers use the updated ELP writing progression document to support their planning so that the pitch and expectations is appropriate for each stage.(Sept 23)</li> <li>Teachers complete medium term planning to show an overview of the skills and genres to be covered in each unit.(Sept 23)</li> <li>Short term planning will be completed for each scheme of learning and text ensuring that the skills taught are in line with the expectations in the ELP writing document and teaching slides/worksheets to be uploaded to the server.(Sept 23 )</li> <li>Monitoring of planning to ensure that the writing skills required to be taught in that year group are included within each English teaching sequence. (AS Oct 23)</li> <li>Teachers build in opportunities for sustained independent writing as part of the writing sequence at least once per unit, teachers will conference mark adding next steps to individuals' targets.</li> <li><b>Key vocabulary</b> will be highlighted within the planning document – these words will be taught and modelled in shared writing. The meaning of words will be described and investigated by children in vocabulary lessons. In KS1 they will be emphasized using the 'I say, you say' strategy. These words will be added to the WW and children's unit front sheets.</li> <li>Working walls will include a WAGOLL and key vocabulary that will support the writing process and language acquisition.</li> <li>Cross curricular writing to be used at Trust writing moderation.</li> </ul> <p><u>Moderation</u></p> <ul style="list-style-type: none"> <li>A <b>moderation</b> whole school timetable will be put in place with built in year group moderation, cross phase moderation and whole school moderation. (SLT)</li> <li>Staff will also attend Trust year group meeting and moderate across a wider sample to ensure that standards are consistent.</li> <li>English lead will deliver September INSET introducing the new/updated ELP writing document and Assessment materials.</li> <li>Bottom 20% writers work to be moderated and work samples kept in white writing folder (3 photocopied pieces per half term) small, achievable targets to be given and following work to support achieving this.</li> <li>Moderation will then continue as part of a cycle and the school moderation folder will be developed across the year.(Sept 23)</li> <li>Individual/group targets to be set following mark/conference marking and dated when met.</li> </ul>	<p>All teachers, including new to school, have a good understanding of the updated ELP Writing Progression Document.</p> <p>Planning and lessons demonstrate that teachers have used the ELP document to teach the appropriate writing skills for each year group and at each stage.</p> <p>Key vocabulary has been identified to support writing and develop vocabulary.</p> <p>Working walls support writing by displaying key features and vocabulary.</p> <p>Overview of moderation timetable is in place.</p> <p>Folder of bottom 20% has been established with tracking for each cohort</p>	<p>Teachers have an improved understanding of how to teach vocabulary within lessons and across sequences.</p> <p>The ELP writing document is used by all teachers and is improving planning and assessment in each year group.</p> <p>There are more opportunities for sustained independent writing as part of the teaching sequence.</p> <p>Teachers will have a focus on teaching the required writing skills pitched appropriately to the year group.</p> <p>Year group moderation will have taken place.</p>	<p>The ELP writing progression is being used to assess writing.</p> <p>There is consistency between classes in each year group for how moderation is completed.</p> <p>Judgements are consistent following the moderation of writing.</p> <p>Cross phase moderation has taken place.</p> <p>Trust moderation has taken place for all year groups.</p> <p>Evidence/samples of moderated work are included in a whole school standards folder.</p> <p>Analysis of outcomes using tracking data for disadvantaged.</p>	<p>The ELP writing progression document will be an integral part of the toolkit of teachers in planning and teaching and assessing writing this will mean that teachers will have consistent approaches across the academy- that children can build upon year on year. Less time will therefore be needed for gap filling of basic skills and faster progress will be made.</p> <p>The quality of teaching in writing lessons will be strong across all phases ensuring all children make accelerated progress in writing.</p> <p>Analysis of outcomes indicates that the provision for disadvantaged is good, and outcomes have improved.</p>
<p><b>Personalised learning</b></p> <p>Uses to further support the children who are working below ARE so that they acquire the basic skills they need to further progress.</p>	<p>Implementation of the writing moderation (see above).</p> <p>Improved moderation systems and procedures.</p>	<p><u>Deliver</u></p> <ul style="list-style-type: none"> <li>All staff to be fully aware of the different vulnerable groups within classes and across cohorts.</li> <li>Staff to receive support, where needed, to plan for individual/groups working at different year groups.</li> <li>Staff to work across phases (where needed) to group/support the personalised learning.</li> </ul> <p><u>Moderation</u></p> <ul style="list-style-type: none"> <li>See above –Writing moderation folder.</li> </ul>	<p>Staff are more aware of vulnerable children within their class.</p> <p>Staff collaborate with each other to support planning for those below ARE.</p>	<p>Vulnerable pupils are receiving a personalised curriculum.</p>	<p>Teachers are tracking the outcomes of vulnerable pupils.</p>	

		<ul style="list-style-type: none"> <li>SLT to use the information to carry out case studies to further drill down and demonstrate that vulnerable pupils are receiving the support they need and make the required progress.</li> <li>Staff to discuss individuals in pupil progress meetings to further demonstrate that vulnerable pupils are receiving the support they need and make the required progress.</li> <li>Monitor the staff who are delivering the personalised learning and the quality of T&amp;L.</li> </ul>	Teachers are able to focus on disadvantaged writers in PP meetings.	Moderation of disadvantaged has taken place and the examples are in the whole school folder.	SLT have a clear picture of the bottom 20% writers in school.	Greater analysis of the attainment and progress of disadvantaged.
<p><b>Spelling</b></p> <p><b>The approach to teaching spelling is not yet consistently embedded in all year groups to ensure that learners can build on previous knowledge.</b></p>	<p>Embedding of RWI in Y2-Y6 for spelling</p> <p>AS to receive Trust Training through the Writing Network</p>	<p><u>RWI</u></p> <p>Sustain</p> <ul style="list-style-type: none"> <li>Staff to continue to display relevant spelling patterns and screen shots and sent via Seesaw 2 weekly.(Sept 23)</li> <li>RWI spellings to be sent home and tested on a 2 -week cycle. (Sept 23)</li> <li>Teachers use the taught spellings and year group common exception words where appropriate to the text type for display on the working wall/WAGOLLS.(Sept 23)</li> <li>Monitoring carried out on systems and procedures in teaching spelling.(Oct 23)</li> </ul> <p>Explore</p> <ul style="list-style-type: none"> <li>AS to receive training via Trust Writing Network (Sept 23) to support writing the Trust Spelling program.</li> </ul> <p>Deliver</p> <ul style="list-style-type: none"> <li>Once the Trust Spelling document is completed disseminate training to staff.</li> <li>Support and monitor the new spelling expectations and delivery.</li> </ul> <p><u>Spelling Journals</u></p> <p>Sustain</p> <ul style="list-style-type: none"> <li>Teachers Y3-Y6 teach the different spelling strategies so that children are able to practice spellings i.e. rainbow, pyramid, spellings into sentences within their jotters. ( Sept 23)</li> <li>Teachers will assess children’s spellings on a 2 weekly cycle and children practice the errors they have made.</li> <li>SPaG starters to address any common spelling misconceptions and/or added to children’s target marks.</li> </ul> <p>Explore</p>	<p>RWI spelling is being used in Y3/Y4</p> <p>RWI displays match the guidelines and expectations.</p> <p>Trust spelling programme has been explored.</p> <p>All teachers are delivering spelling lessons on a regular basis as directed in the spelling guidelines.</p> <p>Children are able to use a range of strategies to learn spellings</p> <p>Clear progression in expectations of editing and re-drafting.</p> <p>Teachers have an increased understanding of the processes of editing and re-drafting.</p>	<p>RWI spellings is being used in Y2</p> <p>Teachers have started using the Trust spelling programme.</p> <p>Teachers track how well children are learning spellings.</p> <p>Teachers assess spelling using the materials to support the process.</p> <p>Teachers are implementing the processes and strategies document within the teaching sequence.</p> <p>SLT are monitoring the teaching of editing and re-drafting.</p>	<p>The teaching of spelling will be embedded across the academy.</p> <p>Children are able to select their own preferred method for learning spellings.</p> <p>Whole school strategies are consistent and well planned.</p> <p>The teaching of editing and improving writing and the independence of pupils self-editing has been embedded.</p>	<p>Sustained improvement in outcomes in spelling assessments, tests, SPAG papers and spelling errors are eliminated in compositional writing.</p> <p>Spelling across the academy will be improved and children will apply their understanding of spelling patterns in other areas of the curriculum.</p> <p>Tracking of spelling will be in place and demonstrate increased improvements in spelling across all writing.</p> <p>Pupils outcomes in extended writing are improved so that the % of pupils meeting ARE is increased.</p>
<p><b>Editing and redrafting to be more precise to support children’s improving outcomes.</b></p>	<p>Staff to understand the difference between editing and redrafting process and strategies to support children’s growing independence in this.</p>					

		<ul style="list-style-type: none"> <li>AS/PL to research and write a Carr Lodge processes, procedures and progression document for the effective use of editing and redrafting.</li> </ul> <p><u>Deliver</u></p> <ul style="list-style-type: none"> <li>CPD linked to editing and redrafting for staff to develop knowledge of processes and improved outcomes.</li> <li>Share expectation of the frequency of these processes.</li> <li>Monitor books to check compliance and reflect on practice. Feeding back to staff.</li> <li>Staff to give time to teach and model the expected year groups editing and redrafting strategies.</li> <li>Pupil voice to gain depth of understanding and purpose.</li> <li>Monitor the implementation and effectiveness of the new strategies.</li> </ul>				
<p><b>Further embed the systematic teaching of phonics within KS1.</b></p>	<p>Further develop consistent approaches to early reading and the teaching of phonics in R,Y1 and Y2.</p> <p>Consolidate the use of ‘rapid recap sessions’ To support transition from Y1 – Y2.</p> <p>Detailed tracking and heat mats to further support children’s gaps/next steps.</p>	<ul style="list-style-type: none"> <li>Carry out diagnostic assessments in Sept 23 to identify gaps in phonological ability in Year 1 in Sept 23. Teachers to analyse the phonics data and use this to identify gaps in understanding to then support Rapid catch up and intervention.</li> <li>Training provided for new staff to KS1 including new teachers, teaching assistants and SNA’s on the Little Wandle strategy and use of the materials.</li> <li>Continue to embed and refine the daily teaching of phonics using the Little Wandle across KS1, using visual consistency expectations.</li> <li>Use review weeks and recap during the Little Wandle session to revise and practice GPC’s that are required.</li> <li>Provide opportunities for all staff to coach and observe each other teaching their Little Wandle phonics session and support each other in developing consistency in approaches and sharing expertise.</li> <li>Monitoring of reading sessions and the quality of questioning, strategies and support used in these sessions.</li> <li>Teachers provide reinforcement of blending and segmenting by using opportunities to practice these skills during throughout the school day e.g lining up time., milk and snack time.</li> <li>Monitoring of Little Wandle phonics sessions across FS and KS1.</li> <li>Reading Lead to listen to a sample of children read across FS and KS1, including the bottom 20% and other vulnerable groups. Check on pupil confidence, book challenge, use of Little Wandle techniques.</li> <li>Parent workshops held to support parents in reading and how/what and why we do what we do.</li> </ul> <p><u>Year 2 Transition</u></p> <ul style="list-style-type: none"> <li>Transition phase recapping of Phase 5 for all pupils in Y2 for daily phonics sessions of 25-30 mins.(Sept-Dec 23)</li> <li>Carry out diagnostic assessments of phonological knowledge of Y2 pupils in Sept and use this information to group the pupils into intervention phase groups 2,3,4</li> <li>Additional Rapid Recap intervention sessions to be delivered for those vulnerable pupils in phase 2, 3 and 4 in the Autumn term and to be completed by Dec 23.</li> <li>Monitoring of bottom 20% and those pupils who did not meet the phonics check standard or who are not judged as secure at phase 5 even though they may have passed the check.</li> <li>Use previous year phonics check materials to assess the pupils in March 23, and identify those needing further small group support on their personalised gaps in phonics ability.</li> <li>Provide short personalised sessions for vulnerable pupils that have specific gaps in phonic ability (April –May 23)</li> <li>Reading assessments and teacher logs to be recorded on Learning with Parents and AS to monitor engagement and usage.</li> </ul>	<p>New teacher and TA’s have been trained how to use Little Wandle and are implementing it.</p> <p>Baseline diagnostic assessment have been completed.</p> <p>Intervention groups have been delivered in addition to whole class phonics.</p> <p>75% of teachers are delivering high quality lessons in phonics. (Year Group change / new to schoolteachers focus)</p>	<p>Monitoring of teaching of phonics and reading sessions.</p> <p>Early reading is being taught consistently well.</p> <p>Outcomes in reading and phonics demonstrate progress towards meeting the standard.</p> <p>Phonics check and diagnostic assessment have identified those needing a more personalised approach.</p> <p>85% of teachers are delivering high quality lessons in phonics.</p>	<p>Little Wandle programme will be fully embedded and used by the teachers consistently.</p> <p>A greater number of pupils will meet the standard in Y1.</p> <p>A greater number of pupils meet the phonics standard by the end of KS1.</p> <p>The % of pupils meeting the standard in the phonics check will be national average or above.</p> <p>100% of teachers are delivering high quality lessons in phonics.</p>	<p>Pupils confidently use phonics strategies to read a greater range of reading material and are fluent reader by the time they leave KS1.</p> <p>Outcomes in phonics are improved so that a greater percentage of learner meet the phonics standard at the end of KS1- 88%+ The bottom 20% of learners in phonics have improved in their knowledge of GPC’s</p>

<p><b>Phonics Intervention KS1</b></p> <p><b>Phonics teaching is not enough to address the gap for the bottom 20% of pupils in order to give them the knowledge and skills to improve their phonetical knowledge.</b></p>	<p>To provide additional support for the bottom 20% of pupils in KS1 in Phonics</p>	<ul style="list-style-type: none"> <li>Teachers in Y1 &amp; Y2 carry out Diagnostic assessments every six weeks and use this information to identify children that need further support in phonics, over and above the small group support in Little Wandle. (Sept 23)</li> <li>Teachers to use the assessment information to plan and deliver sessions in order to fill gaps and consolidate learning – This should be done more frequently in short 10-minute session as frequently as possible in one day.(Oct 23)</li> <li>All key stage 1 teachers to devote 10 minutes per day practising recapping GPC's phase 2-5. (SEPT 23)</li> <li>Parents workshops for developing understanding of supporting their child with phonics. Class Teachers (Nov 23)</li> <li>Parents to be invited to attend a 'preparing for the phonics check' session Year 1 staff (April 24)</li> </ul>	<p>Diagnostic assessments have been carried out.</p> <p>Teachers have analysed the assessment information.</p>	<p>Parent workshop has been delivered on how to support children with phonics</p>	<p>Parent workshop on how to prepare for the phonics check.</p>	<p>Outcomes in phonics are improved so that a greater percentage of learner meet the phonics standard at the end of KS1- 85%+ The bottom 20% of learners in phonics have improved in their knowledge of GPC's</p>
<p><b>Handwriting</b></p> <p>Not all children are able to write fluently using joined handwriting.</p> <p>There is a need for greater consistency in using joined handwriting across the academy.</p>	<p>To embed the use to implement the academy's handwriting policy.</p>	<p><u>Sustain</u></p> <ul style="list-style-type: none"> <li>Teachers to timetable handwriting session for at least 5 sessions per week for 10 minutes.</li> <li>Ensure that children are following TNT BBC to be seated correctly.</li> <li>Monitoring of handwriting lessons and outcomes applied across the other curriculum areas (Nov 23)</li> <li>Highlight excellence and improvement in children's handwriting through the use of 'Handwriter of the week' and showcase the achievement on a corridor display.</li> <li>Teachers to Identify pupils that have specific areas for develop in letter formation or with pencil control and provide support and intervention for those pupils.</li> <li>Reception to complete a writing baseline to support in the progression of handwriting grips and provision to support this development.</li> <li>Teachers in KS1 to teach all the joins by the end of the key stage.</li> </ul>	<p>All staff have a good understanding of how to teach handwriting using the Martin Harvey scheme.</p> <p>Handwriting lessons are being delivered consistently every week.</p>	<p>Handwriting is of high priority across the whole academy.</p> <p>Children are celebrated for their effort and improvement in handwriting.</p>	<p>Children are able to write with accuracy and fluently.</p> <p>Handwriting across other subjects is improving across writing across the curriculum.</p>	<p>Handwriting across the academy is of a high standard and ensures that this is not holding any pupil back from achieving the expected standard in writing.</p>



Term 1 Milestones (Dec 23)	Term 2 Milestones (Apr 24)	End of Year Target (Jul 24)
3.9.23 AS delivered INSET for new/updated Writing and Assessment materials. New expectations were shared regarding planning and assessment.		

Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
	Moderation of Planning CPD 2 weekly drop-ins to monitor writing lessons.	SC and MS	13 <sup>th</sup> Sept	TDP	Subject Lead
Term 1a	Monitoring of English planning and drop –ins. Monitoring carried out on systems and procedures in teaching spelling. Monitor assessments and lesson drop ins Analysis of Writing Data- interventions mapped Analysis of Phonics Data- interventions considered	TL/AS	September –Dec 23	TDP Coaching logs	Teachers
		AS	October 23	Milestone 1 of ADP Principal’s Report	Subject Leader Vice Principal Principal
	Teaching and Learning Review – 10 <sup>th</sup> and 11 <sup>th</sup> October	Primary Director- RM SC, MS, TL	10 <sup>th</sup> -11 <sup>th</sup> October	Note of Visit Report	
	AS/TL to deliver CPD editing and redrafting Monitoring of the implementation of spelling programme. Moderation of writing staff meeting (within year groups) Monitoring of handwriting Writing book looks Lesson drop ins for LW reading groups Analysis of Phonics Data	SM  SLT and AD, AJB and CS	Nov 23 Every 2 weeks (TL AS)  9 <sup>th</sup> November 23		
Monitoring of conference marking book look and outcomes in writing. 12 <sup>th</sup> December -Phil Riozzi- Writing and Phonics Focus	AS/TL	Dec 23	Note of Visit		
Term 2a	Book study of bottom 20% writers and assessment folder. Drill down on outcomes. Spelling Baseline Data Review Monitor books for compliance and use of editing and redrafting strategies.	MS, AD, AJB and CS AS	Feb 24 Feb 24	TDP/Growth Plans	Principal and VPs
	Moderation of writing cross phase Analysis of Writing Data- interventions mapped Analysis of Phonics Data	Teachers	Feb 24	Coaching logs  Lesson observation forms	
Term 2b	2 weekly drop-ins to monitor writing lessons. Spelling Data Analysis Analysis of Phonics Data	AS/TL	April 24	Book Scrutiny Form  Milestone 2 of AIP	
Term 3a	Writing moderation – Whole school. Spelling Data Analysis Analysis of Phonics Data	Led by AS TL	June 24	TDP/Growth Plans	Principal and VPs

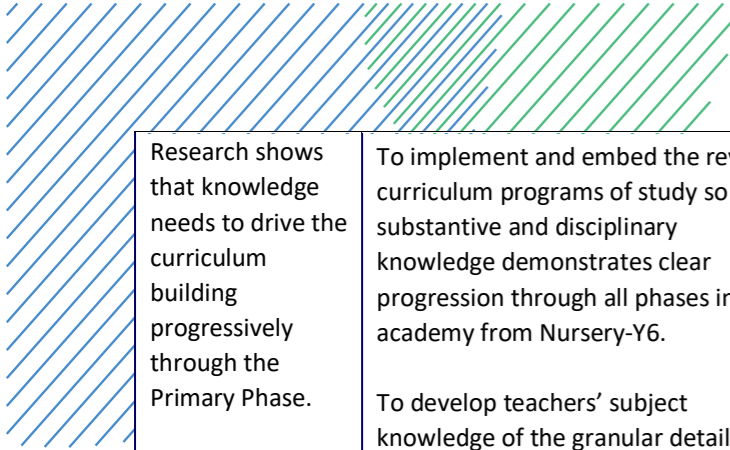


Term 3b	Analysis of Writing Data Analysis of Spelling Data Analysis of Phonics Data	AS/TL	June 24	Book Look Forms Impact Report- Subject Leaders Milestone 3 AIP Principal's Report	

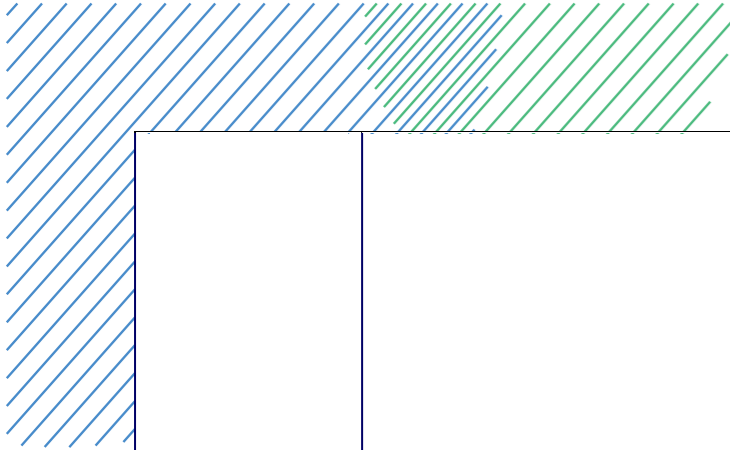
Governing Body Monitoring Visits				
When	Agreed Focus	Who	Staff Link	Report to LGB
1A 03.10.23	Summer Data Analysis Academy Development Plan Priorities Feedback  Teaching and Learning Review 10 <sup>th</sup> -11 <sup>th</sup> October -Governor's Welcome	Full LGB  T&L Governor	SC	03.10.23  Report shared with LGB
1B 09.11.23 12.12.23	English Book Look – LGB Member  12 <sup>th</sup> December -Phil Riozzi- Writing and Phonics Focus	T&L Governor	AS	28.11.23  Note of Visit Shared with LGB
2A 30.01.24	Autumn Data Analysis Shared at LGB- Writing Lead to share milestones to date  Phil Riozzi Visit 27.02.23- Wider Curriculum Focus	T&L Governor	SC	30.01.24 12.03.24
3a	Spring Data Analysis to LGB- Writing Spotlight	T&L Governor	AS	08.05.24
3B	Writing Moderation Whole School- June 2024	Data Governor	SC	02.07.24

**PRIORITY TWO:** Embed our **progressive and sequential curriculum** across all subjects and year groups ensuring that **leaders at all levels** are able to evaluate all pupil's learning (including Disadvantaged and SEND) and further develop high quality teaching in the wider curriculum.

Focus (Why?)	Active Ingredients- Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)			Final Outcomes (And so?)
			Short Term What difference will this make to teacher/leader expertise (knowledge, skills and understanding)	Medium Term What difference will this make to changing whole school/classroom practice	Long Term What difference will this make to pupil outcomes	

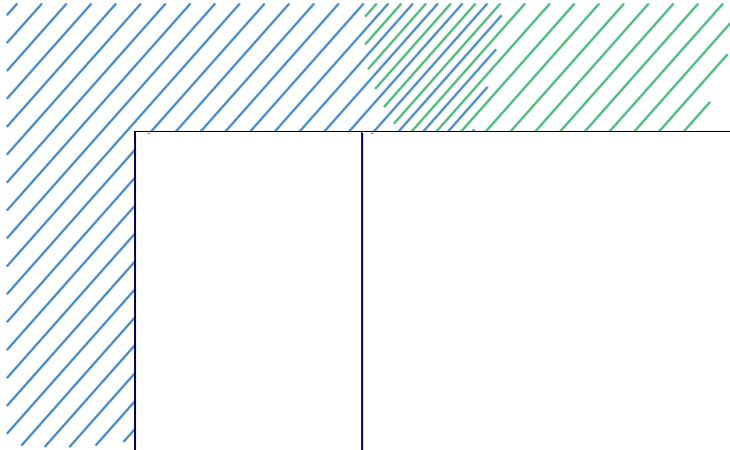


<p>Research shows that knowledge needs to drive the curriculum building progressively through the Primary Phase.</p> <p>Linked with our work on Memory and Metacognition it is essential that the curriculum connects learning through key lenses that shape the school curriculum.</p> <p>This will therefore develop pupils' schemas to secure knowledge in long term memory</p> <p>The curriculum has been revised over 2021-22 academic year working with a range of leaders to build a progressive, language and knowledge rich curriculum for children to learn.</p> <p>The focus for 2022-23 is that the implementation is carefully monitored, refined and evaluated throughout the academic year to ensure we achieve the quality learning we have planned for.</p> <p>Leaders at all levels can support with the development of the curriculum.</p>	<p>To implement and embed the revised curriculum programs of study so that substantive and disciplinary knowledge demonstrates clear progression through all phases in the academy from Nursery-Y6.</p> <p>To develop teachers' subject knowledge of the granular detail needed to deliver high quality teaching in History, Geography and Science initially then cascade this approach through to all foundation subjects.</p>	<p><b>IMPLEMENT</b>          Music lead to share revised music planning approach with lessons ready for delivery. (September 2023)          Teachers to use revised intent documents for Science, History and Geography to plan schemes of learning for the term ahead. (September 2023)          Teachers to use new intent documents for PSHE, Art, Music, PE and Computing to plan schemes of learning for the term ahead. (September 2023)</p> <p>New intent documents for DT, RE and MFL to be completed and shared with staff ahead of term 2. (November 2023)</p> <p><b>MONITOR</b>  <b>EEF Recommendation 5</b></p> <ul style="list-style-type: none"> <li>• Adopt a flexible and motivating leadership approach during the initial attempts at implementation.</li> <li>• Reinforce initial training with follow-on coaching within the school.</li> <li>• Use highly skilled coaches.</li> <li>• Complement expert coaching and mentoring with structured peer-to-peer collaboration.</li> <li>• Use implementation data to actively tailor and improve the approach.</li> <li>• Make thoughtful adaptations only when the active ingredients are securely understood and implemented.</li> </ul> <p>Regular pupil book study will be used as a means of evaluating the quality of the curriculum. This will then shape future CPD and coaching. (Half termly – subjects to be rotated across the year. Term 1 – History, Science, Music, Term 2 – Computing, PSHE, PE and Art Term 3 – Geography, DT, RE and MFL. Termly T&amp;LR with subject leaders will give MLT opportunities to reflect on the development of the curriculum thus far with SLT and governors and adjust action plans accordingly.</p> <p>Coaching CPD and Coaching pairs to be established (Nov 23)</p> <p>Lesson Obs between coaching pairs to be developed on a fortnightly basis to support pedagogy and practice in wider curriculum (Nov 23 onwards)</p> <p>Half termly moderation of curriculum as a whole teaching staff (Oct, Dec, Feb, Apr, Jun) so that the curriculum can continue to be adjusted and evolved as appropriate with subject leaders and SLT.</p>	<p>Teachers will be clear on the substantive and disciplinary knowledge that they need to deliver.</p> <p>Teachers will develop understanding of how what they teach progresses in other terms and year groups and what knowledge has come prior.</p> <p>Teachers' subject knowledge will be enhanced to ensure they understand the non-negotiable granular knowledge components that they need to deliver to ensure pupils have the pre requisites for their future learning.</p>	<p>The curriculum will be connected through a series of lenses. This will further enhance the experiences and knowledge children build within our curriculum</p> <p>Term 1- Identity and Social Justice- here we will heavily develop children's understand of themselves, their culture, religion, beliefs and that of others. They will learn about significant individuals and how they influenced the world building to how can they change the world.</p> <p>Term 2 – Leadership, Power and invasion- within this unit all year groups will be building knowledge through this lens. Children will therefore be exposed to make whole school links in their learning as assemblies and events can be themed through this lens. Timelines in the hall and classroom will be utilised as discussion points for children from different year groups.</p> <p>Term 3- Sustainability and our Impact on the World. All classes will be working on a predominantly Geography based unit. This will allow the academy to link our themed weeks and assemblies to the concept of sustainability and 'saving the planet'</p> <p>Knowledge will be progressively planned across the primary phases.</p> <p>As all year groups will study the same lens at the same time this will mean a collective theme will through the school which can be then built</p>	<p>Pupils will develop secure subject knowledge which can then be built upon through primary school.</p> <p>Pupils will make connections between their learning through the many opportunities to revisit and practice applying the knowledge they have acquired.</p> <p>Pupils will be able to demonstrate their understanding through carefully planned showcases of their learning.</p> <p>Pupils will know more and remember more.</p> <p>Pupils will have deeper learning experiences which engage them with knowledge and connect their learning with real life experiences.</p>	<p>High quality learning will be achieved and will demonstrate pupils' knowledge. Book Study will demonstrate that quality of learning in the wider curriculum has improved for all learners.</p> <p>Children will demonstrate the quality of their knowledge and be able to build upon this more effectively in future learning.</p> <p>Teaching across the academy will be of a high quality, children and adults will have a strong culture of learning which is permeated through the academy. At least 50% of teaching will be outstanding.</p> <p>The experiences children develop will support them in their current and future learning beyond primary school.</p>
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				<p>upon I our environments and wider learning such as whole school assemblies and visitors. Further building knowledge acquisition.</p>		
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	<p>To develop the use of knowledge organisers as an assessment tool for Foundation Subjects</p>	<p><b>EXPLORE</b> Teachers to work in coaching groups to trial the use of assessment against the knowledge organisers (Dec 23)</p> <p><b>PREPARE</b> CPD- Teachers to feedback on approaches (Dec 23) Collective approach to assessment against knowledge organisers (Jan 24)</p> <p><b>IMPLEMENT</b> Teachers to use knowledge organisers as an assessment tool. (Jan-July 24) Coaching Year Group Work</p> <p><b>MONITOR</b> Subject leaders ensure that knowledge organisers match the progression documents. (Term 1 review Sept 23, Term 2 review Dec 23, Term 3 review March 23, Term 1 review July 24) Pupil voice against the knowledge organisers as a moderation of teacher summative assessment judgements for a subject. (Jan 24, April 24, July 24)</p>	<p>Leaders will have an assessment tool in place for assessing the wider curriculum.</p> <p>Teacher will have an assessment tool to assess the wider curriculum.</p>	<p>Assessments will demonstrate the security of subject knowledge developed during each unit of learning.</p>	<p>Pupils will be able to demonstrate their knowledge as an outcome to the unit of learning.</p>	<p>Pupils will have secure subject knowledge that allows them to be prepared for the next year group and life in modern Britain.</p>
<p>Research shows that in order for subject leaders to be effective they need to know their subject, be able to support staff in delivering their subject, build a picture to understand what their subject looks like in school and be able to bring about effect changes resulting in improvements in pupil outcomes (Turner, 2022)</p> <p>Leaders at all levels need to be able to articulate the school's vision and values, and how their subject area contributes to the fulfilment of these objectives.</p> <p>Leaders at all levels can support with the development of the curriculum.</p>	<p>To ensure subject leaders have a clear understanding of their role and responsibilities.</p> <p>To develop the role of subject leadership in order to enable them to secure skills in evaluating pupil learning and supporting high quality teaching.</p> <p>To ensure that leaders at all levels are able to evaluate pupil learning and further develop high quality teaching.</p>	<p><b>BACKGROUND RESEARCH</b> Training by Phil R 'The Knowledge'. (Sept 21) Exploration of Debra Kidd's book - 'Curriculum of Hope' and Trust training by Debra Kidd (Sept 21-Oct 21) CUSP Training on Pupil Book study as an approach for reviewing the impact of the curriculum. (April 2022) Read Simplicitus – The interconnected Primary Curriculum and Effective Subject Leadership, Turner, 2022. (Sept 2022)</p> <p><b>PREPARE</b> Subject leaders to work with curriculum leaders to plot the progressive knowledge across the year groups and create units of learning. (DT/RE/MFL - October 2023) Leaders to work with subject leaders to review the composites achieved across the academy and revise progression documents. (Ahead of each term and following the monitoring sessions with staff)</p> <p><b>IMPLEMENT</b> Leaders to confirm placement of subject leader roles (Sept 23) Staff CPD on the Exceed/Carr Lodge Vision and Values (Sept 23) Subject leaders will create action plans aligned to the AIP and previous subject findings (Oct 23) Subject leader refresher CPD on pupil book study (Oct 23) Subject leaders with support from leaders to carry out pupil book study on pupils from each year group. (Term 1 – History, Science, Music, Term 2 – Computing, PSHE, PE and Art Term 3 – Geography, DT, RE and MFL). Subject leader CPD on subject leader monitoring reports (Feb 24)</p> <p><b>MONITOR</b> Leaders to work with subject leaders to review the composites achieved across the academy. (Term 1 – History, Science, Music, Term 2 – Computing, PSHE, PE and Art Term 3 – Geography, DT, RE and MFL). Tailor support with planning/delivery based on monitoring. (October-July 202) Subject leaders to provide tailored support identified from book looks and pupil book study discussions. (Ongoing) Subject leaders to complete subject leader monitoring reports to present to SLT/Governors (July 2023)</p>	<p>Leaders at all levels will have a shared approach to the design of the curriculum.</p> <p>Leaders at all levels will have a shared intent and implementation that is aligned to the Exceed vision and values and Carr Lodge Curriculum Policy 2022.</p> <p>Leaders at all levels will have a secure understanding of the progression of knowledge within each subject.</p> <p>Leaders will have an accurate understanding of the impact of the curriculum.</p>	<p>Teachers will be supported by leaders to deliver a high-quality curriculum.</p>	<p>Pupils will have access to a high-quality curriculum where their subject knowledge is developed securely.</p>	<p>Leaders at all levels will have an accurate understanding of the impact of the curriculum and be able to demonstrate this in deep dives/review process as well as reporting to LGB.</p> <p>Leaders at all levels will be able to have clear next steps for their subject's development and be able to share this with a variety of external reviewers.</p>



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Term 1 Milestones (Dec 23)	Term 2 Milestones (Apr 24)	End of Year Target (Jul 24)
<ul style="list-style-type: none"> <li>Wider Curriculum plans written and CPD delivered for all teachers in DT, RE and MFL (KS2).</li> <li>All Year Groups have Knowledge Organisers in place for all wider curriculum subjects (except PE).</li> <li>Deep Dives in History, Science and Music completed and show that high quality teaching and learning is securely good and 75% is outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>Deep Dives in Computing, PSHE, Art and PE completed and show that high quality teaching and learning is securely good and 75% is outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>Deep Dives in Geography, DT, RE and MFL completed and show that high quality teaching and learning is securely good and 75% is outstanding.</li> </ul>

Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
Term 1a	Review of subject intents and action plans	SC and MS	October 23	TDP	Subject Leads
	Fortnightly coaching pairs/trios to identify next steps for development of plans and pedagogy in delivery.	teachers	September –Dec 23	TDP	Teachers
	Half Termly Pupil book study	SC, MS, TL Subject Leaders	October 23	Coaching logs	
Term 1b	Teaching and Learning Review – Wider Curriculum	SC, MS, TL	10 <sup>th</sup> -11 <sup>th</sup> October	Milestone 1 of AIP	

	Phil Riozzi Visit Subject deep dives with SLT included - History, Science and Music	SLT and AD, AJB and JW	12 <sup>th</sup> December 2023	Principal's Report PR Note of Visit Report	Subject Leads Vice Principal Principal
	Subject Leaders to QA knowledge organisers and curriculum plans for Term 2 against Programs of Study	Subject leaders	Dec 23		
Term 2a	Teaching and Learning Review follow up - Subject Leaders to review impact of feedback - History, Science and Music	AD, AJB and JW	Jan-Feb 24	TDP/Growth Plans	Principal and VPs
	Coaching Logs and Feedback	Teachers	Jan-Apr 24	Coaching logs	
Term 2b	Subject deep dives including with SLT - Computing, PSHE, Art and PE. Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups	SC, MS, AD, JM, TL/MH, and AG	May-July 24	Lesson observation forms	Principal and VPs
	Subject Leaders to QA knowledge organisers for Term 3 against curriculum	Subject leaders	May 24	Book Scrutiny Form Milestone 2 of AIP	
Term 3a	Teaching and Learning Review follow up - Subject Leaders to review impact of feedback - Computing, PSHE, Art and PE	AD, JM, MH/TL and AG			Principal and VPs
	Half Termly Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups.	Subject leaders	May-Jun 24	TDP/Growth Plans	
	Subject deep dives with SLT mentoring DT, RE and MFL. Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups	MS, SW, SB and VH	May-Jun 24	Book Look Forms Impact Report- Subject Leaders	
Term 3b	Half Termly Pupil book study wider curriculum combined with lesson drop ins and feedback from coaching groups.	Subject leaders	Jun 24	Milestone 3 AIP	Principal and VPs
	Subject Leaders to QA knowledge organisers for Term 1 against curriculum	Subject leaders	Jun 24	Principal's Report	

Governing Body Monitoring Visits				
When	Agreed Focus	Who	Staff Link	Report to LGB
1A 03.10.23	Academy Development Plan Priorities Feedback Teaching and Learning Review 10 <sup>th</sup> -11 <sup>th</sup> October -Governor's Welcome- Hist, Science, Music	Full LGB T&L Governor	SC	03.10.23  Report shared with LGB
1B 09.11.23 12.12.23	Half Term Pupil Book Study 12 <sup>th</sup> December -Phil Riozzi- D.T.	T&L Governor	AS	28.11.23  Note of Visit Shared with LGB
2A 30.01.24	Autumn Data Analysis Shared at LGB- Feedback from Subject Leaders- in LGB meeting of progress of their subject Phil Riozzi Visit 27.02.23- Wider Curriculum Focus	T&L Governor	SC	30.01.24 12.03.24
2B TBC	Teaching and Learning Review- Computing, PSHE, Art and PE			
3a	Spring Data Analysis to LGB- Teaching and Learning Review- DT, RE and PE	T&L Governor	AS	08.05.24
3B	Feedback from Subject Leaders- in LGB meeting of progress of their subject	Data Governor	SC	02.07.24

**PRIORITY THREE:** To **implement and embed** our **progressive** and detailed **Personal Development Offer**, which underpins, all aspects of the Curriculum at Carr Lodge, for **all groups of learners to access**.

Focus (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)			Final Outcomes (And so?)
			Short Term	Medium Term	Long Term	
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	What difference will this make to teacher/leader expertise (knowledge, skills and understanding)	What difference will this make to changing whole school/classroom practice	What difference will this make to pupil outcomes	
Personal Development is a positive aspect of the academy but needs strategic oversight and a clear action plan to strengthen the work already in place and identify areas for further development and implements these into the academy curriculum.	<b>Implement the clear map of the provision we offer linked with Personal Development</b>	IMPLEMENT September 23- Dec 23 Staff use the Professional Development Overview Document within their curriculum subjects to deliver the additional experiences and activities identified linked with our Curriculum Drivers.  MONITOR- Sept-July 23 All monitoring by SLT will include pupil voice which draws upon how PD underpins all aspects of the curriculum  REVIEW- June 23- Review the documentation after a full year of implementation to ensure it has a) been met and b) if any additional elements need to be added to the document for 24/25.	Knowledge and Understanding of what the PD offer looks like at CLA empowering staff to be able to articulate this.	Each leader PSHCE, RE, Music, Computing, PE, History, Geog. English etc will know how their subject is underpinned by the PD offer and be able to articulate this and identify areas for development.	Teachers and support staff will understand the offer and expectation for each year group. This will then be monitored carefully for impact by leaders. Pupils will develop as well rounded citizens by the offers available to them.	The Personal Development Offer will underpin the Whole Curriculum- which will mean children will leave CLA as well rounded citizens ready for the next stage of their education, careers. Embodying our school ethos, vision and values.

<p><b>Have a progressive and detailed PSHCE Program that is up to date with current issues and concepts children need to understand including Relationships and Sex Education.</b></p>	<p>JUNE 2023- Full Trust CPD with Jigsaw ready to launch in September 2023.</p> <p>IMPLEMENT AND EMBED July 23-September 2023 Jigsaw new Curriculum to be implemented in all classrooms. July unit on RSE- monitor implementation and take feedback from pupils and parents/carers.</p> <p>MONITOR- Book Study and Pupil Voice (Oct 2023, Feb 24, May 24)</p>	<p>Teachers will have the confidence that the PSHCE curriculum is up to date and covers current issues with pupils using accurate terminology e.g. Online Safety Issues</p>	<p>The PSHCE will be taught accurately and ensure children have age appropriate knowledge in a breadth of field.</p>	<p>Knowledge in PSHCE will be progressive from EYFS-Y6. Children will talk about a range of concepts in detail and make links between their prior knowledge and current learning.</p>	
<p><b>Inspirational People and Diversity</b></p>	<p>September 2023 IMPLEMENT Using the Careers, People and Place documentation teachers to ensure that the key people they identified for their year group are taught to children in the relevant subject areas e.g. scientist, artists, athletes.</p> <p>Reading Spine Identified Texts will be displayed in all reading areas and children will be able to discuss their inspirational people and why they are 'inspirational'.</p> <p>MONITOR Oct- May 23 As a common line of enquiry through all teaching and learning reviews. Pupil Voice during monitoring to ask children about the key people identified within the planning and explore their understanding of why they are significant using the Mapping Document to support</p> <p>May-July 23 Staff to review the Careers, People, Place Document and ensure that these have been implemented and discuss any potential changes/additional experiences that can be added.</p>	<p>Use inspirational people and their stories as a driver to underpin learning in PSHCE and wider subjects.</p> <p>Pupil Parliament speak on behalf of their class mates and build understanding of how they can make a difference at CLA.</p>	<p>As a result of children leading assemblies on their inspirational people, they become more confident in public speaking. Children also learn about a wider field of people and build tolerance and respect for their stories.</p> <p>Pupil Parliament lead their meetings with confidence and see the impact of their initiatives.</p>	<p>Pupil Voice demonstrates children have a wide range of knowledge about significant people and explain why they are remembered and celebrated. Children can explain how these qualities link with our learning behaviours and why these are important as well rounded citizens.</p> <p>Parents/Carers will feel they have a clearer understanding of the learning, culture and values of Carr Lodge.</p>	
<p><b>Community Links, World Links, Current Affairs and Parental Engagement</b></p>	<p>DELIVER and EMBED- Sept 23-July 24 Weekly Picture News Assemblies are delivered where current affairs and how they link with British Values, UN Rights of the Child and Protected Characteristics are discussed. Key Stage Assemblies then pick up the key stage specific elements of the assembly in a weekly phase assembly.</p> <p>Sept-July MONITOR-through all learning walks- British Values and Protected Characteristics with pupils based on discussions from class, assembly, PSHCE and develop understanding of how children explain these concepts to inform next steps.</p> <p>Monitor Impact of (Oct, Dec, Feb, Apr, July)- Key Events Calendar including Charity and Fundraising/Awareness Days, Stay and Learn Parent Sessions to learn with children; Class Assembly for parents to attend and watch children showcase their learning- using Pupil and parent voice surveys.</p> <p>Review and EMBED- Based on feedback at each capture point make decisions about the key events we offer over the next half term.</p>			<p>Children build an understanding of the importance of fundraising and charity work that supports those in need. Children can make informed choices about why we raise money.</p> <p>Pupil Parliament develop their own action plans for 23/24 based on feedback across the school which informs the AIP.</p>	
<p><b>After Schools Clubs- widen the offer of extra-curricular activities offered to pupils including those with SEND or Disadvantaged.</b></p>	<p>Sept 23- Implement Begin new round of ASC based on feedback from popularity of Term 2 and 3 clubs. Ensure children from disadvantaged and SEND backgrounds have access to the clubs and 'signpost' to clubs where opportunities may not otherwise be given e.g. music lessons, athletics club</p> <p>Monitor- Nov 23 Survey- pupil voice feedback on clubs to inform Term 2 clubs. Dec, April, July Analysis of attendance at Clubs by PD and Pupil Premium Lead for different groups of children.</p>	<p>Broadening of children's experience across each term. The clubs will give children experience across Sports, arts, DT that some may not otherwise experience. This will enable adults to also to see talent and sign post to other external clubs and competitions that might further widen opportunities for children. SEND and Disadvantaged pupils will be sign posted to clubs and experiences to build and widen their opportunities.</p>			<p>Children will enjoy a broad range of extra-curricular clubs during their time at CLA. This will give them experiences to find hobbies and interests and explore wider opportunities in the community or beyond.</p>



	<p><b>Visits and Visitors</b></p>	<p>SEPTEMBER 2023 Implement- Key Visits and Visitors are mapped linked to the History and Geography units of learning. Teachers have booked these in advance for the year to ensure they are in place. Visits are also mapped within the Careers, People, Places Overview linked to all subject areas where visits and visitors are key to enhance the curriculum.</p> <p>Jan CPD- Review Wider Offer for Pupils to date using documentation to ensure staff are giving fidelity to the offer and ensure these are booked in for Term 2 and 3.</p> <p>Feb- June 2024 MONITOR- Pupil Voice on interest, engagement of visits and visitors.</p>	<p>Hinterland knowledge is developed within the curriculum as a result of trips and visitors. These provide children with learning beyond the core curriculum and give opportunity to broaden knowledge based on interest. As a result learning multiplies. Children begin to discover careers linked with their current learning and find out about careers they may not previously have heard of. This supports children's understanding of the importance of education as well as what it means to uphold British Values.</p>	<p>Teachers have developed links to a wider range of experiences for subject beyond History and Geography. This builds engagement for pupils in wider subjects and support understanding of how future careers link with their learning.</p>	<p>Teachers provide ample opportunities for children to meet people from different careers and build inspiration for pupils around their future. Pupils will be enthused to apply their knowledge in learning into future careers paths and make sense of why right from Primary age this is important.</p>	<p>Building aspirations in pupils to further their education to lead to the best jobs available.</p>
	<p><b>Careers</b></p>	<p>September 2023- Send Evidence for Careers Charter Mark October 2023- Assessment of Careers Charter Mark Evidence</p> <p>Implement and Embed Use of Careers Progression Documentation across the curriculum</p> <p>Monitor -Dec, March, June- Pupil Voice of understanding of careers, education and qualifications</p> <p>Term 3- Careers Event to showcase learning across the year around Careers.</p>				
	<p><b>Learning Passports &amp; Life Skills</b></p>	<p>PREPARE- September 23-Dec 23 Working party to create a Learning Passport and Life Skills Documents for EYFS-Y6 of experiences for children to have had before leaving Primary School. Research other passports of this type to explore ideas but ensure bespoke to needs of CLA.</p> <p>Implement Jan 24- March 24 Launch Passports with children in school and begin celebration of achievement in assemblies Launch Life Skills Event with Parents showcasing how the Life Skills document will work on Seesaw supporting children's learning beyond academia at home.</p>	<p>Support children and families in understanding what age appropriate life skills are to set appropriate expectations and learn at home beyond the academic.</p>			<p>Children will be equipped with life skills to prepare them for the next stage of education /life.</p>
	<p><b>R.E.</b></p>	<p>July-Sept 23 Prepare- Review the existing RE overview and Schemes of Learning for teachers using LA Syllabus alongside Discovery RE Sept 23- Implement CPD of RE progression document with teachers so they understand their year group expectations and the purpose of enquiry based learning in RE.</p> <p>Monitor- Dec-July- use of religious visits and visitors against the progression documents- followed by Pupil Voice of these experiences.</p> <p>Book Looks-Alongside Pupil Voice about knowledge acquisition in RE</p> <p>Monitor- Teaching and Learning Review- R.E. Term 3a.</p>	<p>R.E. Subject knowledge is mapped and teachers teach learning in age appropriate manner which builds year on year through school.</p> <p>Children build a broader knowledge, understanding and tolerance of other faiths and cultures. Mutual respect is embodied throughout the academy.</p>			<p>Religious Education should enable and encourage pupils to:-</p> <p>appreciate the distinctive nature of religion within human experience; develop and articulate their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ.</p>

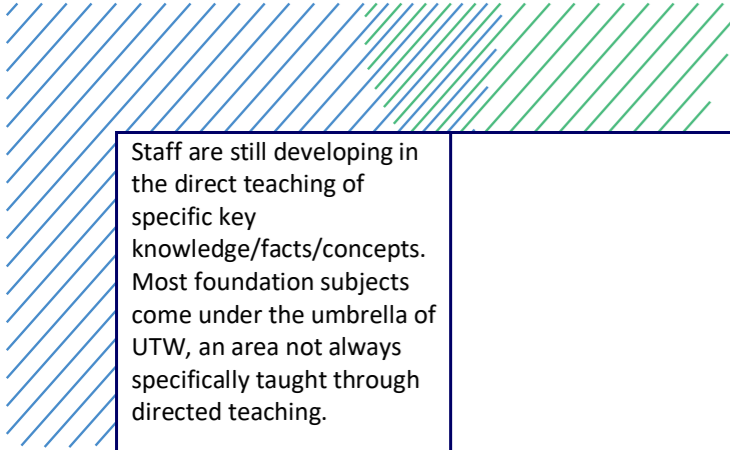
Term 1 Sept 23	Term 2 Apr 24	Term 3 July 24
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Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
Sept 23- July 23	<p>MONITOR- Sept-July 23 All monitoring by SLT will include pupil voice which draws upon how PD underpins all aspects of the curriculum</p> <p>Sept-July MONITOR-through all learning walks- British Values and Protected Characteristics with pupils based on discussions from class, assembly, PSHCE and develop understanding of how children explain these concepts to inform next steps.</p>	SLT	All Year fortnightly drop ins	Use to plan CPD and develop AIP priority 3	SC
Oct-May	<p>MONITOR- Book Study and Pupil Voice (Oct 2023, Feb 24, May 24)</p> <p>MONITOR Oct- May 23 As a common line of enquiry through all teaching and learning reviews. Pupil Voice during monitoring to ask children about the key people identified within the planning and explore their understanding of why they are significant using the Mapping Document to support</p> <p>Monitor Impact of (Oct, Dec, Feb, Apr, July)- Key Events Calendar including Charity and Fundraising/Awareness Days, Stay and Learn Parent Sessions to learn with children; Class Assembly for parents to attend and watch children showcase their learning- using Pupil and parent voice surveys.</p>	SC, TL, AD, JM, SS,MS	Through Monitoring in Term 1, 2 and 3	Fed back into TDP's and in SLT	SLT
Nov-Dec	<p>Monitor- Nov 23Survey- pupil voice feedback on clubs to inform Term 2 clubs.</p> <p>Dec, April, July Analysis of attendance at Clubs by PD and Pupil Premium Lead for different groups of children.</p>	JM/SS	-	Pupil and Parent Voice Surveys	SLT
Dec	<p>Monitor -Dec, March, June- Pupil Voice of understanding of careers, education and qualifications</p> <p>Monitor -Dec, March, June- Pupil Voice of understanding of careers, education and qualifications</p>	MS	-	Inform Careers Curriculum	SLT
Term 3	<p>Monitor- Dec-July- use of religious visits and visitors against the progression documents- followed by Pupil Voice of these experiences.</p> <p>Book Looks-Alongside Pupil Voice about knowledge acquisition in RE</p> <p>Monitor- Teaching and Learning Review- R.E. Term 3a.</p>	SB	-	RE Book Look- inform TDPs	SLT

Governing Body Monitoring Visits				
When	Agreed Focus	Who	Staff Link	Report to LGB
1A 03.10.23	Academy Development Plan Priorities Feedback Teaching and Learning Review 10 <sup>th</sup> -11 <sup>th</sup> October -Governor's Welcome	Full LGB T&L Governor	SC	03.10.23  Report shared with LGB
1B Nov 12.12.23	Pupil Voice Survey- feedback on clubs  12 <sup>th</sup> December -Phil Riozzi- D.T.	T&L Governor	SC/JM	28.11.23  Note of Visit Shared with LGB
2A 30.01.24	Feedback from Subject Leaders- in LGB meeting of progress of their subject and how PD underpins this Phil Riozzi Visit 27.02.23- Wider Curriculum Focus	T&L Governor	SC	30.01.24 12.03.24
2B TBC	Teaching and Learning Review- Computing, PSHE, Art and PE	T&L Governor	MS/SC	08.05.24
3a	Pupil Voice- PSHE and RE- including Visits and Visitors	T&L Governor	JM	08.05.24
3B	Feedback from Subject Leaders- in LGB meeting of progress of their subject PD review overall –RE, PSHE, PE, Music	Data Governor	SC	02.07.24

<p style="text-align: center;"><b>PRIORITY FOUR:</b></p> <p style="text-align: center;"><b>Embedding a creative, sequential and challenging EYFS curriculum for all groups of learners to excel in.</b></p>						
Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How Well?)			Final Outcomes (And so?)
			Short Term What difference will this make to teacher/leader expertise (knowledge, skills and understanding),	Medium Term What difference will this make to changing whole school/classroom practice	Long Term What difference will this make to pupil outcomes	

<p><b>Improving reading and writing outcomes (specifically boys)</b></p> <p>GLD last year was high across all areas of learning, higher than national average and also highest in the trust. Literacy was the lowest area of attainment and we now see this is a yearly trend. Boys reading and writing is an area for development as this was significantly lower than the girls end of year outcomes. Data from across the year shows that girls make rapid progress (especially from Sept-Dec), whereas the boys tend to make steady progress.</p> <p><b>Improving wider curriculum by ensuring there is explicit directed teaching of core knowledge.</b></p> <p>Since the new Development Matters guidance was released in 2022, areas of the curriculum and content taught has changed. Throughout school, leaders have worked hard to ensure there is a clear and progressive sequence of learning for each foundation subject; this starts right from Nursery. These schemes of learning are being evolved continually with new schemes for more individual subjects. Staff are still developing in the planning of direct teaching for specific key knowledge, facts and concepts. This is because, most of the wider curriculum subjects come under the umbrella of UTW, an area that has not always been specifically taught through directed teaching.</p>	<p><b>Improving reading and writing outcomes</b></p> <p>Phonics to be taught from week 2. AS to ensure each member of FS1 and FS2 are trained in LW and are confident in supporting.</p> <p>The ‘Message Centre’ by Greg Bottril to be implemented and be set up in all classes.</p> <p>FS2 to be trained on ‘The Drawing Club’ and look at how this can be implemented into the timetable.</p> <p>Writing will be a focus in each area of provision (where suited).</p> <p>Parents will know the end of year expectation for writing and this will be shared at parents evening.</p> <p>The magic of story will be implemented into FS2 where carefully planned for stories are repeated throughout the week. This is to ensure pupils develop their Literacy and C&amp;L skills daily.</p> <p><b>Improving wider curriculum teaching</b></p> <p>Staff will be knowledgeable and confident when using the long-term curriculum planner to plan units of learning. Staff will look at what children need to ‘know’ and what needs to be taught specifically.</p> <p>Wider curriculum will be evidenced in floor books. Children are to have access to floor book and be able to talk confidently about their past experiences.</p> <p>Children will be assessed informally to ensure they are retaining key knowledge.</p> <p>Knowledge organisers will be used to plan lessons for each subject to ensure all subject content is covered.</p>	<p><b>EXPLORE</b></p> <p>SS to explore a range of evidence-based research looking at improving writing outcomes in EY – specifically boys. <b>Sept</b></p> <p>SS will continue visits into other settings to explore the literacy provision and how this ties further into directed teaching - Jerry Clay, Hill Top, Victoria. <b>(Ongoing throughout the year).</b></p> <p>All staff to use the SHrec approach to speaking and communicating with pupils within provision. This will then enhance C&amp;L and Literacy. <b>Sept</b></p> <p><b>PREPARE</b></p> <p>AS SS SSev to join CPD – Message Centre &amp; Drawing Club. <b>Oct/Nov</b></p> <p>Agree a collective approach to writing within the provision – expectations. <b>Oct</b></p> <p><b>Share all LTP / KO documents and WAGOLS from last year. Ensure staff have access to each foundation subject overview.</b></p> <p><b>Ensure each year group has a floor book and knows the expectation of how to record evidence.</b></p> <p><b>AS and SSev to observe wider curriculum directed teaching input within F1.</b></p> <p><b>IMPLEMENT</b></p> <p>Teachers to implement actions from the Drawing Club &amp; Message Centre CPD and ensure this is consistent across the shared, classrooms and shared areas. <b>Nov</b></p> <p><b>Teachers to plan out areas of provision using the provision template – focusing on writing provision. Sept</b></p> <p>Teachers to share end of year outcomes with parents. <b>Nov</b></p> <p><b>Writing targets on tapestry to be completed each term. Oct onwards</b></p> <p>Knowledge organisers are complete for each foundation subject <b>Oct</b></p> <p><b>MONITOR</b></p> <p>SS ensure that lesson plans and knowledge organisers match the progression documents and long-term curriculum planner. (Nov January 23 May )</p> <p>SS to monitor the provision planning (through bi-weekly drop ins) T&amp;L reviews – monitoring the environment and provision planned – matching the knowledge organisers.</p> <p>SS to look at F2 timetable and ensure it is meeting needs of pupils and has a balance of adult / child led learning. Wider curriculum needs to be given directed teaching time each week.</p> <p>SS to monitor the reading and writing opportunities within all areas of FS provision.</p> <p>SS to monitor the effectiveness of the drawing club and message centre – looking at which pupils are accessing this.</p>	<p>Teachers will know how to plan for writing opportunities in each area of provision.</p> <p>Teachers will have identified which children are WB in literacy and be thinking about next steps to support.</p> <p>Teachers will know the content of each subject for the wider curriculum and how this needs to be delivered.</p>	<p>Pupils will have adequate areas within their classroom where they can practise their reading and writing independently.</p> <p>The CPD will be evident in the classroom and staff will be using taught approaches in their own practise.</p> <p>Boys will be engaged in their writing by having more purpose – message centre.</p>	<p>End of year diagnostic assessments will show that pupils have made good progress from their starting points in literacy.</p> <p>Pupils are increasingly independent in their writing and are applying taught skills frequently and for purpose.</p> <p>Pupils will talk about their learning and subject leaders will be confident that content of their subject has been successfully taught.</p> <p>Floor books will show incredible coverage and progression in foundation subjects from September</p>	<p><b>Teachers will have the knowledge and skill to be able to create high quality learning environments that have literacy at the forefront. Children will be independently choosing to accessing reading and writing opportunities and adults will skilfully scaffold.</b></p> <p><b>This will ensure that ELG for Literacy is over 80% at the end of Reception.</b></p> <p><b>Boys will have made rapid progress in literacy will ELG will be above 75% for boys.</b></p> <p><b>Children within Reception will leave at the end of the year ready to begin more formalised wider curriculum lessons with key knowledge/foundation s they are able to build upon.</b></p>
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Staff are still developing in the direct teaching of specific key knowledge/facts/concepts. Most foundation subjects come under the umbrella of UTW, an area not always specifically taught through directed teaching.

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Term 1 Milestones (Dec 23)	Term 2 Milestones (Apr 24)	End of Year Target (Jul 24)
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Planned SLT Monitoring			Evaluation		
When	Activity / Focus	Who	When	What	Who
	<b>FORTNIGHTLY DROP INS – S Scurfield MNG Time</b>				
Term 1a	Initial learning walk - Environment	SS	Sept 23	Leadership diary record – SLT meetings	SS/SLT
	learning walk – Learning Behaviours & interactions	SS	Oct 23	Feedback forms – Individual Staff	
Term 1b	Evidence check / book look	SS	Oct 23	Feedback from T&L review	
	T&L Review	SLT	October 18 <sup>th</sup> 2023	Data capture / data evaluation	
	Pupil progress meetings	SS	Nov 23	AIP Milestone 1 Review	
	Moderate end A2 judgements	SS	Nov 23	PP meetings	
Term 2	Learning walk – Environment (teaching into provision link)	SS	Jan 23	Leadership diary record	SS/SLT
	T&L Review	SLT		Feedback forms – Individual Staff	
	Intervention Observations – Boys writing focus	SS	Feb 23	Feedback from T&L review	
	EYFS Literacy review – SS to formally monitor reading and writing opportunities in provision	SS	March 23	Data capture / data evaluation	
	Book look – Looking at how this evidences teaching/knowledge from curriculum planner	SS	April 23	AIP Milestone 2 Review	
Term 3	Learning walk – provision & practise x 2	SS	June 23	Leadership diary record	
				Feedback forms – Individual Staff	

	Pupil progression meetings – looking at GLD trends.	SS	June 23	Feedback from T&L review Data capture / data evaluation AIP Milestone 3 Review	
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Governing Body Monitoring Visits				
When	Agreed Focus	Who	Staff Link	Report to LGB
10 <sup>th</sup> -11 <sup>th</sup> Oct 23	Teaching and Learning Review- EYFS Focus Group	T&L Governor	SS	28.11.23
Nov 23	Governors to work with the Foundation Leader to take feedback on provision, work sampling and progress against Milestone 1 to date.	T&L Governor	SS	28.11.23
Jan 23	Peer Review- Early Years Focus Group- Acquisition of Basic Skills through focused teaching	T&L Governor	SS	30.01.24
March 23	Language Review- EYFS Lead and Oracy Lead to share developments in Communication and Language	T&L Governor	SS	12.03.24
May 23	Implementation of Development Matters- review	T&L Governor	SS	08.05.24
June/July 23	Review of Data – showcase of how judgements are formed	T&L Governor	SS	02.07.24