

<p>Priority One: To develop a broad and balanced knowledge -based curriculum that takes account of prior and subsequent learning.</p>		<p>Success Criteria:</p> <ul style="list-style-type: none"> • Learners remember key information and are given opportunities to revisit knowledge at the beginning of new learning units. • Learners are motivated and given the opportunity to challenge themselves through the use of Must/Should/Could objectives in theme work. • Teachers have a clear and coherent understanding of what they teach and how it links across the school and into the next phase. • Teachers have a rigorous approach to a range of assessment measures which inform teaching and ensure children make good progress. • Teachers will have clear understanding of the coverage and progression of skills and knowledge taught in subjects across each year group. • Children will have access to a mastery curriculum that provides broad opportunity for challenge, enrichment and preparation for life in modern Britain.
<p>RRS</p> <p><i>Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</i></p> <p><i>Article 28: Children have a right to an education.</i></p> <p><i>Article 29: Education should develop each child's personality and talents to the full.</i></p> <p><i>Article 42: The Government should make the convention known to parents & children.</i></p>	<p>Ofsted</p> <ul style="list-style-type: none"> • the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment • teachers have good knowledge of the subjects they teach • teachers check pupils understanding systematically, identifying misconceptions accurately and provide clear direct feedback • teaching is designed to help learners remember in the long term the content they have been taught and integrate new knowledge into larger concepts • teachers create an environment that allows the learner to focus on learning. • resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment • learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. 	

Actions:	Date completed	Lead person	Outcome	Resource costs	Monitoring systems
All staff to be clear on the school's intent and share an understanding of why and how we set the curriculum for our children.	January 2020	RM working alongside teachers.	All staff have a clear understanding of key knowledge and vocabulary in each learning unit.	INSET/ Staff meetings £400 for all staff to attend	Governor walks with staff Evidence of school intent made clear in planning documentation
Ensure all staff can identify key strengths and areas for development across the foundation subjects.	January 2020	RM	Staff work alongside each other to support development. Staff identify areas to improve personal knowledge and understanding.	£400 Supply cover (2 days)for all teaching staff and coaching with RM to set a curriculum goal for year and assign a learning buddy.	Coaching feedback
Key knowledge for each unit is identified and shared with learners and parents	Termly/ Half termly	RM all teachers	All learning units have been revised and adapted to ensure coverage and reflect the school's intent.	Staff meetings	Governor scrutiny Theme Book scrutiny Planning documentation
Resources and lessons are planned to address misconceptions and accurate use of assessment informs future planning.	Throughout each unit	RM	Evidence in lessons and marking that misconceptions are highlighted and addressed.		
Moderation of planning and theme books demonstrates clear sequencing of content .	Termly	Subject leaders and RM	Pupil work output is high and of good quality. Expectations are consistent across the school and the subjects taught.	Non contact £200	Work book scrutiny record. Staff meeting feedback minutes.

<p>Priority Two: Develop the use of a teaching for mastery maths curriculum across the school</p>		<p>Success Criteria:</p> <ul style="list-style-type: none"> • Inspire Maths is delivered successfully across the school and staff fully understand the approach in term of mastery. • The school is developing a problem-solving culture which is at the heart of its teaching. • Teachers understand how and when to use resources to support a mastery curriculum. • Misconceptions are clearly identified and planned for. • Timely and accurate use is made of assessments to inform the lesson and next steps. • Maths data analysis shows a positive impact on pupil progress and rapid catch up. • Attainment at the end of EYFS, KS1 and Year 4 is at least in line with or better than national/Dorset averages. • Learners can identify how they are challenged and demonstrate resilience • Parents/Carers fully understand the programme and are able to effectively support the learning at home.
<p>RRS</p> <p><i>Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</i></p> <p><i>Article 28: Children have a right to an education.</i></p> <p><i>Article 29: Education should develop each child's personality and talents to the full.</i></p> <p><i>Article 42: The Government should make the convention known to parents & children.</i></p>	<p>Ofsted</p> <p><i>Throughout each year group and across the curriculum, including English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</i></p> <p><i>Pupils are typically able to articulate their knowledge and understanding clearly in an age appropriate way. They can hold thoughtful conversations about them with each other and adults.</i></p> <p><i>Teachers check pupils' understanding systematically and effectively in lessons, offering directed and timely support.</i></p> <p><i>Pupils love the challenge of learning and are resilient to failure.</i></p> <p><i>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers' have consistently high expectations of all pupils' attitudes to learning.</i></p>	

Actions:	Date completed	Lead person	Outcome	Resource costs	Monitoring systems
Effective training in place for new teachers and support staff in order to understand the planning and delivery of Inspire maths.	Autumn and Spring term NQT programme	RM Inspire Course	All new teaching and support staff have successfully undergone the training and have a clear understanding of the principles underlying Inspire maths teaching. Increase in staff confidence	Course fees	Staff Meetings Learning walks Professional dialogue with maths hub
To ensure there is consistency in the delivery of Inspire across the school.	On-going	RM/CB	All teachers will be using the appropriate vocabulary, sentence stems, strategies and concepts of lesson structure across the school.	NCT	Lesson Observations Planning scrutiny Visits to other schools in HAT
To raise the level of challenge through a planned programme of problem solving.	Ongoing Termly plans	RM/MR/AH	Teachers clearly identify problem-solving opportunities within their S plans and embed this approach within their lessons. Learners are resilient problem solvers and know how to approach a range of problems. Maths journals demonstrate a range of strategies being taught.	NCT £200	Book scrutiny Professional dialogue Learning walks Pupil interviews
Pupil talk is central to lessons encouraging learners to present mathematical proof and explain their thinking to each other.	Ongoing	RM/MR/AH	Increased levels of metacognition. Learners are beginning to structure their responses using stem sentences. Lee teacher talk		Analyse evidence of learners communicating mathematical ideas in their journals/ white boards and orally during the lesson.
Regular opportunities for practicing fluency across a range of skills take place outside of maths lessons (maths meetings)	Ongoing	RM/MR/AH	Learners have daily opportunities to practise problem solving and apply what they have learnt to different situations. Increase in pace of lessons	-	Book scrutiny Assessments show reduction in gaps
Teachers make effective use of questioning and resources to assess learners' understanding.	Ongoing - clear formats in place for the summer term	RM	Planning frames are useful/ efficient and improve quality of lessons.		
Parent/Carer Workshop to ensure strategies are shared and understood by the school	Spring 2	RM/MR/AH	To allow an opportunity for parents/carers & Governors to		Workshop attendance Workshop evaluation

<p>community.</p> <p>Governors understand the new programme and underlying principles.</p>			<p>understand and ask questions about Inspire.</p> <p>To provide a range of support materials for families to take home and use to support the teaching in school.</p>	<p>Support materials</p> <p>Governor minutes and training programme</p>
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<p>Priority Three: To ensure that the teaching of reading takes account of best possible practice and is sustained and consistent enabling all pupils to access high quality teaching & learning with a specific focus on progress for higher and lower attaining pupils.</p>		<p>Success Criteria:</p> <ul style="list-style-type: none"> • Teachers make effective use of assessment to design the most appropriate reading experiences for learners e.g. identifying an issue with fluency/ specific decoding difficulties. • A rigorous and systematic programme of phonics teaching is in place and embedded throughout the school. • A clear sequence of progression is in place for the teaching of reading skills • Termly reading checks and use of FFT assessments to inform progress meetings and generate pupil specific actions. • Teachers provide an inspiring and challenging reading environment. • Key texts of recognised quality are identified for each year group each half term which also support the development of rich vocabulary banks. • Headteacher, English leads and reading ambassadors plan specific opportunities /experiences to promote reading throughout the school. • Displays reflect the importance of reading across the curriculum. • Parents are supported in developing their children as lifelong readers. • Pupils are developing stamina across extended texts 	
<p>RRS</p> <p><i>Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</i></p> <p><i>Article 28: Children have a right to an education.</i></p> <p><i>Article 29: Education should develop each child's personality and talents to the full.</i></p> <p><i>Article 42: The Government should make the convention known to parents & children.</i></p>	<p>Ofsted</p> <ul style="list-style-type: none"> • Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. • Reading is prioritised to allow pupils to access the full curriculum offer • Pupils read widely and often with fluency and comprehension appropriate to their ag. • A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. • There is a high academic ambition for all pupils • The curriculum has been designed and taught so pupils read at an age appropriate level and fluency • Pupils with SEND achieve well 		

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<ul style="list-style-type: none"> • Opportunities for teachers to coach each other in specific areas to improve quality of teaching. This may involve working alongside each other in class or visits to other schools to observe RWI or guided reading sessions. • Phonics reading scheme updated in line with government requirements. • Specific guidance for closing the gap for SEN children as well as support in challenging GD readers through high quality texts. • English lead scrutiny – pupil interviews, hearing children read, assessment feedback, planning and assessment checks • Challenge partner deep dive in reading. 	Spring term	AH/RH RH RM AH/RH/RM	Learners are taught through sequences of guided lessons that challenge and inspire. Children make expected/good progress from EYS baseline (ARE+) Drop off trend is reduced in Y3 and 4 Learners identified with SEN are making good progress. Children who did not achieve the phonics in Y1 are supported to achieve this outcome in Y2. School reflect on outcomes of challenge partner review.	Supply (RM) 2 x mornings 1x day cover for scrutiny	Coaching sessions Feedback at staff meetings AH/RH/RM English scrutiny to include hearing children read. Actions from progress meetings are monitored and reviewed
<ul style="list-style-type: none"> • Pupil/ Parent surveys • Reading ambassadors in years 3 and 4 to promote reading habits, competitions, special days • Reading materials reviewed and actions to address areas raised in questionnaires e.g. increasing amount of non-fiction or specific authors • Favourite 5 texts identified in EYs and KS1 • Staff meetings used to share and model best practice and staff updated on new and effective lesson ideas and high quality texts to use in class • Displays and reading areas promote a love of reading across the whole school team. • Specific book days planned throughout the year to raise awareness and allow the whole school to engage in positive reading experiences 	Autumn term/ Summer term Spring /Summer	AH/RM AH/RH	Learners show increased levels of motivation towards reading and can talk confidently about a range of books that interest them.	Staff meetings	Surveys Feedback from pupil interviews Deep dive feedback from DZ

