

# Example Subject Action Plans

These are written by Angela Kirk as part of her Teach Your Teachers to Deep Dive course and are her intellectual property. They are to be used in Learn AT schools and their partner schools. They are not to be shared more widely.

These follow the format of the action plans in the EEF's Implementation Guidance

# Art and Design

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> The content of art history focused on the historical information about the artist/sculptor instead of their art or their impact on the art world.</p> <p>KS1 art has been blocked so pupils have not developed their skills over time.</p> <p>Useable art resources have not been replenished.</p> <p><b>Learners</b> SEND pupils are overly supported, so their work is not sufficiently independent.</p> <p>Year 1 and 2 pupils have gaps in the KS1 curriculum</p> <p><b>Teachers</b> Teachers in KS1 have not received the art CPD.</p>	<p>Art and design lead to rewrite the art curriculum regarding the history of art so that the key learning focuses on the art and its impact on the art world.</p> <p>Timetable art for KS1 so it is taught weekly.</p> <p>Set up reordering system for useable art materials.</p> <p>SENCo to work with art and design lead and teachers on adaptation of lesson plans to support pupils with weaker fine motor skills/ lower achieving SEND pupils to ensure that their work is independent, but scaffolded.</p> <p>Art and design lead to support to ensure teachers understand how to fill gaps in learning for pupils from KS1 as the Y2 and Y3 units are taught.</p> <p>CPD for KS1 teachers on the teaching of art and design.</p> <p>CPD for teachers on the teaching of the history of art through artists' work.</p>	<p><b>Training and collaborative work (summer 2022 – 2023)</b> <u>End of spring term 22:</u> Yr gp support from art and design lead for KS1 teachers to plan summer term art units.</p> <p><u>Summer term, weeks 1, 3, 5, 7:</u> Art and design CPD starts for KS1 teachers, 4 sessions over the term with interim tasks.</p> <p><u>Sessions 1 &amp; 2 (Staff meeting 20 &amp; 27 April)</u> CPD on the history of art delivered by art and design coordinator, with interim tasks.</p> <p><u>Session 3 (Staff meeting 8 June)</u> CPD on adapting art lessons for SEND pupils or those with weaker fine motor skills, led by art and design lead and SENCo. Interim task.</p> <p><u>Week 8:</u> Art and design lead to work with Year 2 and 3 teachers to plan autumn and spring units of art so that gaps are filled from Year 1 and 2.</p> <p><u>End of summer term 22:</u> Yr gp support from art and design lead for KS1 teachers to plan autumn term art units.</p> <p><b>Monitoring 2022 – 23:</b> A focus on the art and design curriculum in KS1 and on the teaching of the history of art and artists' works across the school, to include all aspects of a deep dive. Pupil and teacher interviews to determine if gaps in knowledge are closing, and how well pupils are enjoying and engaging with the history or art/ artists' works. Check gaps are closing for Year 2 and 3 pupils and that SEND pupils are producing independent work (that has been adapted or scaffolded according to their needs).</p> <p><b>Training and collaborative work (2022-2023)</b> Refine planning of the next art units: Support teachers with any individual planning or delivery requirements. Develop teachers' questioning skills, as part of their AfL techniques. Check that learning activities enable pupils to learn what is needed, particularly in the history of art and artists.</p> <p><b>Monitoring 2023-2024</b> Full deep dive to consider improvements to art and design across the school.</p>	<p><b>Short Term 2022</b> CPD for KS1 teachers in art and design results in greater confidence and understanding for staff.</p> <p>KS1 art is not blocked, but taught weekly.</p> <p>Plans have been put in place to ensure that useable resources are automatically re-ordered when stocks get low.</p> <p><b>Medium Term 2022-2023</b> KS1 pupils are taught well, including teachers' planning, modelling and assessment for learning.</p> <p>The history of art and artists focuses well on the art and its impact on the art world.</p> <p><b>Long Term 2023-2024</b> The curriculum is fully embedded for all year groups and teachers know the expected outcomes.</p>	<p><b>Short Term summer 2022</b> KS1 pupils start to develop and practise their skills over time.</p> <p>The KS1 curriculum starts to deliver more effective learning for KS1 pupils.</p> <p>There are sufficient useable art resources for lessons to progress smoothly.</p> <p><b>Medium Term 2022-2023</b> The KS1 curriculum better reflects that across the school.</p> <p>Pupils show a good understanding of the history of art and artists, focusing on their art and the impact on the art world.</p> <p>Y2 and 3 pupils' gaps in learning from Years 1 and 2 are addressed as the curriculum is taught.</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the art and design they have been taught over time.</p> <p>Pupils, including those with SEND can articulate and demonstrate what they have learned clearly showing an increasingly sophisticated understanding of the knowledge, vocabulary and skills.</p> <p>SEND pupils are supported well to produce independent work.</p>

# Computing

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Some of the content of the school's curriculum has not been taught (due to pupils' gaps in learning).</p> <p>The school Intranet for pupils to find programmes and for saving their work is not structured well.</p> <p><b>Learners</b> Pupils have too many gaps in the units for creating media and programming.</p> <p><b>Attainment/ Assessment</b> Pupils are not receiving feedback on their work saved at the end of a lesson/ unit.</p> <p><b>Teachers</b> Some activities have not tightly matched the intended learning on the curriculum.</p> <p>Content not adapted well for PYG SEND pupils.</p> <p>The computing and the DT curricula are not matched well.</p>	<p>Identification of the key information that pupils need to know to progress well in creating media and programming. Staff training to improve subject knowledge in these areas.</p> <p>Development of new lesson plans which focus more finely on the key content that pupils' need to progress. Ensure that activities are well matched to intended learning including PYG SEND pupils.</p> <p>Improvement of teachers' subject knowledge and their pedagogical awareness in creating media and programming.</p> <p>Teachers to check samples of pupils' work and ensure that class feedback and improvement points are given, with pupils having time to improve their work.</p> <p>Computing and design technology leaders to work to ensure that the pupils have covered the aspects of control that they need in the DT</p>	<p><b>Training and collaborative work (2021 – 2022)</b> <u>Sessions 1 &amp; 2 (Staff meeting 20 &amp; 27 April)</u> Staff working on the individual remote training identified for them following discussion with computing lead, focusing on both creating media and programming. Staff to also access further remote courses in their own time depending on individual needs.</p> <p><u>Session 3 (Staff meeting 8 June)</u> To discuss and improve the new lesson plans for digital media to ensure that pupils' gaps in knowledge are included and ideas are discussed to meet the needs of PYG SEN pupils. Computing lead to provide CPD examples on evaluating pupils' work in this area and providing whole class feedback so that pupils can improve their work.</p> <p><u>Session 4 (Staff meeting – 6 July)</u> To discuss and improve the new lesson plans for programming to ensure that pupils' gaps in knowledge are included and ideas are discussed to meet the needs of PYG SEN pupils. Computing lead to provide CPD examples on evaluating pupils' work in this area and providing whole class feedback so that pupils can improve their work.</p> <p>Computing lead and DT coordinator to access Micro:bit and crumble face to face training (90 mins training for each). Leaders to organise borrowing equipment from computing hubs.</p> <p><b>Materials</b> Teach Computing website (courses are free)</p> <p><b>Other</b> Computing lead to work with school's IT technician to ensure that accessing the programmes and saving work is simplified for pupils.</p> <p><b>Monitoring 2022 – 23:</b> A focus on creating media and programming units, to include all aspects of a deep dive. Work scrutiny with pupils to consider if gaps in knowledge are closing, including for PYG SEND pupils. Discussion with teachers to understand the impact of the computing CPD and changes to the curriculum for this year. (DT</p>	<p><b>Short Term (2021 – 2022)</b> School's Intranet is well structured ensuring pupils can find and save information easily.</p> <p>Key content and concepts of computing in creating media and programming are identified and understood by teachers for each unit ready for 2022/2023. Teachers show a good understanding of how to evaluate pupils' work and help them to improve.</p> <p><b>Medium Term (2022-2023)</b> School's adapted curriculum for creating media and programming is taught during the year 2022/2023.</p> <p>All teachers are confident in teaching creating media and programming units for their year group and many for other year groups. Learning is adapted appropriately for PYG pupils, which uses the content from the current unit, but may have the core knowledge and key adapted/ simplified.</p> <p><b>Long Term (2023-2024)</b> The curriculum is fully embedded and teachers know the expected outcomes in creating media and programming for their pupils. The adapted curriculum is no longer needed, as pupils' progress has accelerated.</p>	<p><b>Short Term 2021-2022</b> Pupils can find the programmes they need and save their work easily.</p> <p>Pupils receive useful feedback on their saved work which helps them to know how well they are achieving and what they need to improve.</p> <p><b>Medium Term 2022-2023</b> Pupils' gaps in learning are addressed in creating media and programming (including for PYG SEND pupils).</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the computing they have been taught over time (from one year to the next) and have an age-appropriate understanding particularly in creating media and programming, and in the units that link to the DT curriculum of control. This includes PYG SEND pupils.</p> <p>Pupils can articulate what they have learned clearly showing an increasingly sophisticated understanding.</p>

# Design and Technology

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Some of the content of the school's curriculum has not had the right emphasis on DT (due to pupils' gaps in learning and teachers' weak subject knowledge).</p> <p>The units that use computer aided design/ programming, monitoring and control have not been taught well.</p> <p>The vocabulary that pupils should learn has not been agreed.</p> <p><b>Learners</b> Pupils are not remembering what they have been taught.</p> <p>Pupils are not able to draw and label diagrams well.</p> <p>Pupils do not have the computing skills for the units that include computer aided design/ programming, monitoring and control.</p> <p><b>Attainment/ Assessment</b></p>	<p>Identification of the key information that pupils need to know to progress well in the three core activities to improve teachers' subject knowledge in these areas.</p> <p>Adaptation of lesson plans which include learning to fill pupils' gaps in prior learning, including pupils with weaker fine motor skills. Ensure that activities are well matched to intended learning.</p> <p>Identification of the key vocabulary for each unit, so that there is clear progression.</p> <p>Teachers to be supported to help pupils to draw and label diagrams and include photographs of their projects focussing on specific DT elements.</p> <p>Teachers to be supported to check samples of pupils' work and ensure that class feedback and improvement points are given, with pupils having time to improve their work.</p> <p>Computing and design technology leaders to work to ensure that the pupils</p>	<p><b>Training and collaborative work (2021 – 2022)</b> <u>Sessions 1 &amp; 2 (Staff meeting 27 April &amp; 3 May)</u> Staff meeting CPD led by the DT lead focusing on the three core activities in the units, alongside the agreed vocabulary.</p> <p><u>Session 3 (Staff meeting 8 June)</u> CPD on how to support pupils to draw and label their diagrams and photographs focusing on the DT learning. DT lead to provide CPD examples on evaluating pupils' work in this area and providing whole class feedback so that pupils can improve their work.</p> <p><u>Session 4 (Staff meeting – 6 July)</u> Computing and DT leads to provide CPD on computer aided design/ programming, monitoring and control, that pupils will need for DT. Introduction to Micro:bit and crumble.</p> <p>Design technology lead and DT coordinator to access Micro:bit and crumble face to face training (90 mins training for each). Leaders to organise borrowing equipment from design technology hubs.</p> <p><b>Materials</b> Project on a Page purchased from the DT Association.</p> <p><b>Other</b> DT lead to introduce fund raising that each class will do to raise money so pupils do not have to dismantle projects to give back materials and equipment.</p> <p><b>Monitoring 2022 – 23:</b> A focus on the impact of teaching the three core activities, and the units which include computer aided design/ programming, monitoring and control. All aspects of a deep dive to be included. Work scrutiny and pupil interviews with pupils to consider if gaps in knowledge are closing. Discussion with teachers to understand the impact of the design technology CPD and changes to the curriculum for this year, including their confidence in teaching the subject.</p> <p><b>Training and collaborative work 2022-2023</b></p>	<p><b>Short Term 2021 – 2022</b> DT sequences of learning include the three core activities in each unit of work. Activities are clearly linked to DT.</p> <p>The key content of design technology in computer aided design/ programming, monitoring and control are identified and understood by teachers for each unit ready for 2022/2023. Teachers show a good understanding of how to help pupils to draw and label diagrams and evaluate pupils' work and help them to improve. Work is adapted well for pupils with weaker fine motor skills.</p> <p>The vocabulary for each unit is taught well.</p> <p><b>Medium Term 2022-2023</b> The units that include computer aided design/ programming, monitoring and control are taught during the year 2022/2023. These are resourced well.</p> <p>All teachers are confident in teaching the three core activities for each unit and the computer aided design/ programming, monitoring and control units for their year group and many for other year groups.</p> <p>Classes have undertaken fund raising so that pupils can take home the majority of their finished projects.</p>	<p><b>Short Term 2021-2022</b> Pupils learning includes the three core activities and pupils show a good understanding of what they have learned.</p> <p>Pupils know the vocabulary that they have been taught.</p> <p>Pupils can draw clearly labelled diagrams and receive useful feedback on their work which helps them to know how well they are achieving and what they need to improve.</p> <p>Pupils with weaker fine motor skills are not overly supported in their work, but instead simple adaptations are made to their learning.</p> <p><b>Medium Term 2022-2023</b> Pupils' gaps in learning are addressed in computer aided design/ programming, monitoring and control so they can use this information in the linked DT units. Pupils can take home the majority of projects they make without having to dismantle parts of them.</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the design technology they have been taught over time (from one year to the next) and have an age-appropriate understanding particularly in computer aided</p>

# English: Early Reading and Phonics

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Year 2 teachers are not following the school's curriculum for the teaching of reading comprehension.</p> <p><b>Pupils</b> Not all pupils who need to, read enough at home or in school.</p> <p><b>Teachers</b> Teaching assistants teaching catch up phonics are not enabling pupils to catch up.</p> <p>Some teachers do not know where pupils' spelling weaknesses are in phonic lessons as they are not checking that pupils' self-marking is accurate.</p>	<p>Further CPD for the Year 2 teachers in how to apply the school's reading comprehension curriculum in Year 2. Provide CPD on how to focus on oral comprehension with lower prior attaining pupils.</p> <p>Support Year 2 teachers to improve learning attitudes and behaviour in reading comprehension lessons.</p> <p>Provide CPD for teaching assistants who teach catch up phonics.</p> <p>Remind teachers that pupils should be using a different coloured pen to self-mark in phonic and comprehension lessons. Provide CPD on monitoring pupils' self-marking and identifying gaps in learning to be addressed in future lessons.</p>	<p><b>Training and collaborative work (2021 – 2022)</b> <u>Weeks 1, 3 and 5</u> CPD for Year 2 teachers led by the reading lead on the school's curriculum for teaching reading comprehension. Session 2 on oral comprehension for lower prior attainers not yet ready for written comprehension. Interim tasks. Opportunity for Year 2 teachers to watch oral reading comprehension taught in the Early Years.</p> <p>CPD for teaching assistants teaching catch up phonics led by Sounds Write trainer.</p> <p><u>Staff meeting 8 June</u> Reminders to staff on the school's expectations for targeting readers and the monitoring and support expected.</p> <p><u>Staff meeting – 6 July</u> Session led by reading lead on school's expectations for pupils self-marking in phonics and reading comprehension and how to identify gaps in learning to be addressed in future sessions.</p> <p><b>Monitoring 2022 – 23:</b> A focus on the impact of teaching reading comprehension in Year 2 and catch-up phonics. Monitor how well teachers are using pupils' self-marking to identify gaps in pupils; understanding and knowledge and using this information to inform future planning. Monitoring of how well teachers are checking pupils' progress through the reading scheme.</p> <p><b>Training and collaborative work (2022-2023)</b> Further collaborative work on the teaching of phonics and reading comprehension. All teachers and teaching assistants to have the opportunity to watch good practice in both. Further development of good questioning for oral comprehension.</p> <p><b>Monitoring 2023-2024</b> Full deep dive to consider improvements to early reading across the school.</p>	<p><b>Short Term (2021 – 2022)</b> School's reading curriculum is delivered to an increasingly good standard in Year 2. The same conventions are followed that are used across the rest of the school, adapted well for the younger pupils.</p> <p>Catch up phonics teaching starts to improve.</p> <p><b>Medium Term (2022-2023)</b> Teachers use information from pupils' accurate marking in phonics and reading comprehension effectively to support future planning.</p> <p>Teachers and teaching assistants receive useful feedback.</p> <p>Reading comprehension is taught well in Year 2, including for lower prior attaining pupils.</p> <p>Catch up phonics is taught well in the Early Years. Pupils are keeping up with the class.</p> <p><b>Long Term (2023-2024)</b> The phonics and reading comprehension curriculum continues to be delivered to a high standard. Staff receive useful feedback and are reflective in their teaching. Teachers' good questioning is a strength across the EY and KS1.</p>	<p><b>Short Term 2021-2022</b> Pupils in Year 2 are being taught reading comprehension in line with the school's curriculum. Pupils have access to the class book in pairs, which they share showing good cooperation and attitude to learning. Lower prior attaining pupils have group sessions focusing on oral comprehension.</p> <p>All pupils are reading daily at home or school.</p> <p>Pupils requiring catch up phonics are receiving increasingly good quality sessions.</p> <p>Pupils are marking their work accurately in their phonics sessions.</p> <p><b>Medium Term 2022-2023</b> Pupils' gaps in learning are addressed phonics. Through additional good quality daily sessions.</p> <p>Pupils in Year 2 make good progress in their reading comprehension, including the least able who are able to focus on oral comprehension to improve their skills.</p> <p><b>Long Term 2023-2024</b> The majority of pupils in EY and KS1 are making good progress in word reading and in their comprehension, including those who rarely read at home or who find reading difficult.</p>

## Reading (Beyond Early Reading) Action Plan

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Year 2 teachers are not following the school's curriculum for the teaching of reading comprehension.</p> <p><b>Pupils</b> Not all pupils who need to, read enough at home or in school.</p> <p><b>Teachers</b> Teachers are not all monitoring pupils individual reading well.</p> <p>Some teachers have not identified and are not supporting their target pupils.</p> <p>Not all teachers are reading books to pupils daily outside of lessons.</p>	<p>Further CPD for the Year 2 teachers in how to apply the school's reading comprehension curriculum in Year 2. Provide CPD on how to focus on oral comprehension with lower prior attaining pupils.</p> <p>Support Year 2 teachers to improve learning attitudes and behaviour in reading comprehension lessons.</p> <p>Remind teachers about the identification of target pupils and how these pupils should be supported in terms of additional reading in school and the monitoring of their independent reading.</p> <p>Remind teachers about the importance of reading having a high profile in school, including the reading of books to pupils each day.</p>	<p><b>Training and collaborative work (2021 – 2022)</b> <u>Weeks 1, 3 and 5</u> CPD for Year 2 teachers led by the reading lead on the school's curriculum for teaching reading comprehension. Session 2 on oral comprehension for lower prior attainers not yet ready for written comprehension. Interim tasks. Opportunity for Year 2 teachers to watch oral reading comprehension taught in the Early Years.</p> <p><u>Staff meeting 8 June</u> Reminders to staff on the school's expectations for targeting readers and the monitoring and support expected. Reminders to teachers about reading to pupils daily outside of lessons.</p> <p><b>Monitoring 2022 – 23:</b> A focus on the impact of teaching reading comprehension in Year 2. Check that all teachers have identified their target readers and ensure that these pupils read daily either in school or at home. Monitor how well teachers are checking pupils' progress through the reading <u>scheme, and</u> recommending books.</p> <p><b>Training and collaborative work</b> Further collaborative work on the teaching of reading comprehension. All teachers to have the opportunity to watch good practice. Further development of good questioning for oral comprehension.</p> <p><b>Monitoring (2023-2024)</b> Full deep dive to consider improvements to reading across the school.</p>	<p><b>Short Term (2021 – 2022)</b> School's reading curriculum is delivered to an increasingly good standard in Year 2. The same conventions are followed that are used across the rest of the school, adapted well for the younger pupils.</p> <p>All teachers have identified target <u>pupils</u> and these are reading at home or at school on a daily basis.</p> <p>All teachers monitor pupils individual reading in line with the school's policy.</p> <p>Teachers read to pupils each daily, in addition to lessons.</p> <hr/> <p><b>Medium Term (2022-2023)</b> Reading comprehension is taught well in Year 2, including for lower prior attaining pupils.</p> <p>Teachers careful monitoring and book recommendations for individual pupils ensures that all pupils progress well in their independent reading.</p> <hr/> <p><b>Long Term (2023-2024)</b> The reading comprehension curriculum continues to be delivered to a high standard. Staff receive useful feedback and are reflective in their teaching. Teachers' good questioning is a strength across the school.</p>	<p><b>Short Term 2021-2022</b> Pupils in Year 2 are being taught reading comprehension in line with the school's curriculum. Pupils have access to the class book in pairs, which they share showing good cooperation and attitude to learning. Lower prior attaining pupils have group sessions focusing on oral comprehension as well as pre-reads to ensure they are ready for lessons.</p> <p>All pupils are reading daily at home or at school. Pupils listen to a wide range of books read to them by their teachers.</p> <p><b>Medium Term 2022-2023</b> Gaps for pupils who are being targeted begin to close.</p> <p>Pupils in Year 2 make good progress in their reading comprehension, including the least able who <u>are able to</u> focus on oral comprehension to improve their skills.</p> <p><b>Long Term 2023-2024</b> The majority of pupils across the school are making good progress in fluency and comprehension, including those who rarely read at home or <u>whom</u> find reading difficult.</p> <p>Pupils across the school and across abilities are reading widely and often.</p>

# Writing Action Plan



Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> The curriculum for handwriting in the EY and KS1 is too weak.</p> <p>The curriculum is not emphasising the style of writing or how to write well to pupils. It is too grammar and punctuation driven.</p> <p><b>Pupils</b> Boys' attainment in writing is considerably lower than that of girls. The gender gap <u>widen</u> during Lockdown.</p> <p><b>Teachers</b> Teachers are not all linking EGPS activities to the novels that pupils are studying.</p>	<p>Whole school initiative to unpick the issues that are most prevalent in boys' writing across the school, including attitudes and enjoyment.</p> <p>CPD for EY and KS1 teachers on the systematic teaching of handwriting.</p> <p>CPD for staff to ensure that the style and not unrelated grammar and punctuation are the <u>main focus</u> for the teaching of writing. A focus on purpose and audience. CPD and changes to planning on linking EGPS activities to the current novel.</p>	<p><b>Training and collaborative work (2021 – 2022)</b> <u>Staff meeting 27 April</u> Launch of schools new handwriting policy and teaching expectations.</p> <p><u>Weeks 1 and 3</u> Staff meetings to unpick the issues limiting boys' attainment. Interviews with groups of boys and girls (separately) to unpick their attitudes to writing and to the writing curriculum. Consideration of the novels chosen and how well they appeal to both boys and girls. Discussion of possible alternatives.</p> <p><u>Staff meeting 8 June</u> CPD on ensuring that the style, and therefore purpose and audience are foremost in the teaching of writing.</p> <p><u>Weeks 5, 6, 8 and 9.</u> Time for teachers, with support from the writing lead, to change some of the lesson plans for the autumn term to better engage the boys and to ensure that the writing curriculum is purpose and audience driven and not EGPS driven. A change to some of the novels studied within the reading and writing curriculum.</p> <p><b>Monitoring 2022 – 23:</b> A focus on the impact of changes to the teaching writing and its impact on both genders. Monitoring to check that pupils are not overly focused on unrelated aspects of EGPS when writing. Systematic check that the handwriting policy is having the required impact.</p> <p><b>Training and collaborative work</b> Further collaborative work on the teaching of writing. All teachers to have the opportunity to watch good practice. Further development of breaking down the writing process to help pupils to write well.</p> <p><b>Monitoring (2023-2024)</b> Full deep dive to consider improvements to writing across the school.</p>	<p><b>Short Term (2021 – 2022)</b> The school's improved handwriting curriculum is launched. There are precise expectations for how handwriting is taught.</p> <p><b>Medium Term (2022-2023)</b> The school's writing curriculum better suits the interests and engagement of boys (but not at the expense of the girls). Changes to some novels chosen and the purpose and audience of some of the writing activities have ensured that boys are more interested in writing.</p> <p>The school's writing curriculum is strong. EGPS has a good balance within the writing curriculum and is not driving it. Teachers use examples from the novels to teach specific and relevant grammar and punctuation. Time is given for pupils to embed new learning in their writing before the next EGPS lesson.</p> <p><b>Long Term (2023-2024)</b> All aspects of the writing curriculum continue to be delivered to a high standard. All groups of pupils achieve well and enjoy writing.</p>	<p><b>Short Term 2021-2022</b> Pupils begin to show a greater awareness of the style of their writing including appropriate vocabulary choices.</p> <p>Pupils receive daily handwriting instruction and their letter formation including their letter joins is improving in EY and KS1.</p> <p><b>Medium Term 2022-2023</b> Boys are beginning to catch up with girls in terms of the attainment gaps.</p> <p>Pupils are focusing well on the style of their writing and focus on improving their writing through appropriate aspects of grammar and punctuation.</p> <p>Pupils handwriting in EY and KS1 is at least appropriate for their age.</p> <p><b>Long Term 2023-2024</b> <u>The majority of pupils across the school write well and with good handwriting. There are no differences in gender for attainment across the school as a whole.</u></p>



# Geography

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Some of the content of the school's curriculum has not been taught (due to lack of time and inefficient teaching).</p> <p><b>Pupils</b> Pupils are not remembering geography taught over time. Pupils do not have a good understanding of geographical key concepts.</p> <p><b>Attainment/ Assessment</b> Teachers are not secure in assessing key concepts.</p> <p><b>Teachers</b> Fieldwork activities have not tightly matched the intended learning on the curriculum.</p> <p>In the EY enhanced provision activities are not engaging or challenging enough. Recording opportunities are weak.</p> <p>Content not adapted well for SEND pupils.</p>	<p>Identification of the expectations for pupils, in each unit, in relation to key knowledge, key concepts and any related fieldwork.</p> <p>Development of interesting and engaging EY enhanced provision activities in geography, which include recording.</p> <p>Development of knowledge organisers to support pupils' learning and to aid retrieval (to include assessing knowledge, and key concepts).</p> <p>Improvement of teachers' subject knowledge, for the teaching of fieldwork.</p> <p>Improvement of teachers' use of AfL in geography to check learning of key concepts.</p>	<p><b>Training and collaborative work (2021 – 2022)</b> <u>Sessions 1 &amp; 2 (Staff meeting 20 &amp; 27 April)</u> Development of knowledge organisers – staff asked to create a knowledge organiser that includes the most important key knowledge, the relevant key concepts for their next geography unit.</p> <p>To discuss and develop effective quizzing techniques to aid retrieval. Including the use of ipad (especially for questions which include pictures or diagrams). Staff to trial their examples before next meeting.</p> <p><u>Session 3 (Staff meeting 8 June)</u> To discuss and share good examples of how retrieval practice and knowledge organisers are used in geography lessons. CPD on fieldwork.</p> <p><u>Session 4 (Staff meeting – 6 July)</u> Teachers to look at their fieldwork and ensure that the planned activities for their next geography unit actually help pupils to learn what is intended in terms of the key knowledge and skills.</p> <p><b>Materials</b> Full class sets of resources for fieldwork as outlined in the relevant units.</p> <p><b>Monitoring 2022 – 2203:</b> Audit of KOs, book scrutiny (to look at retrieval practice and the teaching of chronology) and pupil interviews about RP and fieldwork. Feedback to staff.</p> <p><b>Training and collaborative work 2022-2023</b> Time for teachers to revisit the key knowledge, the key concepts taught in their last unit of geography. Consider the suitability of the vocabulary and the definitions taught, and the suitability of their KO. Input on developing questioning skills, as part of teachers' AfL techniques. Coaching for EY teacher in planning quality activities which link to geography for enhanced provision, including recording. Refine planning of the next geography unit: ensure skills, knowledge, vocab, and key concepts are identified on the plan. Develop geography Working Walls in classrooms. Check that learning activities enable pupils to learn what is needed. Consider how planning can be adapted for PYG or PKS pupils following input.</p>	<p><b>Short Term 2021 – 2022</b> The full geography curriculum is taught.</p> <p>All teachers are confident in embedding retrieval practice into all geography lessons including using the ipads so that diagrams and pictures can be included. All teachers consistently use the start/ during or end focussed assessments.</p> <p><b>Medium Term 2022-2023</b> Content of fieldwork in the geography units on the Medium Term Planning has been reviewed.</p> <p>Knowledge Organisers include the key knowledge and concepts as well as the vocabulary for each unit.</p> <p>Learning is adapted appropriately for PYG and SEND pupils, which uses the content from the current unit, but may have the core knowledge and key concepts adapted/ simplified.</p> <p><b>Long Term 2023-2024</b> All aspects of the geography curriculum are fully embedded. Teachers are confident in their teaching and demonstrate good understanding of how to teach key vocabulary as well as knowledge and key concepts. Fieldwork is taught well and Working Walls are used by teachers and pupils to support their learning. The curriculum is adapted well for PYG pupils and others with SEND as appropriate.</p>	<p><b>Short Term 2021-2022</b> Pupils have been taught the full range of geography in the units.</p> <p><b>Medium Term 2022-2023</b> Pupils know and remember most of what they have been taught in each unit. Pupils' have a good understanding of the fieldwork that they have covered. This includes PYG and SEND pupils because learning has been adapted for their needs.</p> <p>EY pupils engage well and a challenge through interesting enhanced provision activities. They record their work in a variety of ways.</p> <p>Pupils understand key concepts, with their understanding deepening in subsequent relevant units.</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the geography they have been taught over time (from one year to the next) and have an age-appropriate understanding of the key concepts which they can articulate clearly showing an increasingly sophisticated understanding.</p>

# History

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Some of the content of the school's curriculum has not been taught (due to lack of time and inefficient teaching).</p> <p><b>Pupils</b> Pupils are not remembering history taught over time. Pupils do not have a good sense of chronology for the history so far taught.</p> <p><b>Attainment/ Assessment</b> Teachers are not secure in assessing key and second order concepts.</p> <p><b>Teachers</b> Activities have not tightly matched the intended learning on the curriculum.</p>	<p>Identification of the expectations for pupils, in each unit, in relation to key knowledge, key concepts and second order concepts (KS2).</p> <p>Development of knowledge organisers to support pupils' learning and to aid retrieval (to include assessing knowledge, concepts and second order concepts in KS2).</p> <p>Improvement of teachers' subject knowledge, understanding of the teaching of chronology and their pedagogical awareness.</p> <p>Improvement of teachers' use of AfL in history to check learning.</p>	<p><b>Training and collaborative work (2021 – 2022)</b> <u>Sessions 1 &amp; 2 Staff meetings 27 April &amp; 3 May</u> Development of knowledge organisers – staff asked to create a knowledge organiser that includes the most important key knowledge, the relevant key concepts and the relevant second order concepts (KS2) for their next history unit. To discuss and develop effective quizzing techniques to aid retrieval. Staff to trial their examples before next meeting.</p> <p><u>Session 3 (Staff meeting 8 June)</u> To discuss and share good examples of how retrieval practice and knowledge organisers are used in history lessons. CPD on timelines and how to teach chronology.</p> <p><u>Session 4 (Staff meeting – 6 July)</u> Teachers to look at their history topic inquiry question and ensure that the planned activities for their next history unit actually help pupils to learn what is intended in terms of the key knowledge, key concepts and second order concepts (KS2).</p> <p><b>Materials</b> Join Historical Society to access support and resources Commission a whole school timeline in communal area showing all the history unit information and other key events in history.</p> <p><b>Monitoring 2022 – 2023:</b> Audit of KOs, class timelines, book scrutiny (to look at retrieval practice and the teaching of chronology) and pupil interviews about RP and chronology. Feedback to staff.</p> <p><b>Training and collaborative work 2022-2023</b> Time for teachers to revisit the key knowledge, the key concepts and second order concepts (KS2) taught in their last unit of history. Consider the suitability of the vocabulary and the definitions taught,</p>	<p><b>Short Term 2021 – 2022</b> All teachers are confident in embedding retrieval practice into all history lessons. All teachers consistently use the start/ during or end focussed assessments.</p> <p>Second order concepts (KS2) and the key concepts of history are identified and understood by teachers for each unit.</p> <hr/> <p><b>Medium Term 2022-2023</b> Content of each history unit on the Medium Term Planning has been reviewed and any poorly focused planning remove/ replaced.</p> <p>Chronology is taught well and timelines in the school and classrooms support pupils' understanding.</p> <p>History Units only include the learning activities which focus on effectively teaching the required content. Learning is adapted appropriately for PYG or PKS pupils, which uses the content from the current unit, but may have the core knowledge and key concepts/ second order concepts (KS2) adapted/ simplified.</p>	<p><b>Short Term 2021-2022</b> Pupils know and remember most of what they have been taught each history unit. They understand knowledge content.</p> <p><b>Medium Term 2022-2023</b> Pupils' have a good understanding of chronology for the history they have learnt so far.</p> <p>Pupils understand second order concepts (KS2) and the key concepts of history, with their understanding deepening in subsequent relevant units.</p> <p>Pupils typically make good progress because learning activities match the intended learning well, including being adapted well for SEND pupils.</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the history they have been taught over time (from one year to the next) and have an age-appropriate understanding of the chronology, key concepts and second order concepts (KS2) in history which they can articulate</p>

# Languages

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Weak links with the languages departments of the secondary schools.</p> <p>The curriculum has too great a focus on large amounts of vocabulary.</p> <p>There is weak progression in the units.</p> <p>Not all teachers are teaching the agreed units.</p> <p><b>Pupils</b> Pupils are not remembering their learning over time.</p> <p><b>Attainment/ Assessment</b> Pupils are not receiving feedback on the accuracy of spelling and grammar in their work. Too often work is copied and not self-generated.</p>	<p>Make links with the languages departments of the local secondary schools. Ensure that the new school curriculum will prepare pupils well for KS3 entry expectations.</p> <p>Identification of the key information that pupils need to know to progress well in phonics, vocabulary and grammar.</p> <p>CPD for subject lead to improve subject knowledge in these areas.</p> <p>Development of new lesson plans which focus more finely on the key content that pupils' need to progress. The range of vocabulary is limited and the focus is on that which pupils can use in more than one context.</p> <p>Introduction of French Flashbacks so that pupils are helped to remember previous learning.</p>	<p><b>Training and collaborative work (2021 – 2022)</b> <u>w/b 25 April</u> Arrange meeting with the secondary schools to discuss expectations for languages on entry and how information about achievements is best transferred.</p> <p><u>Sessions 1 &amp; 2 (4 &amp; 11 May)</u> Subject lead to receive support to choose a new commercial scheme that meets the higher expectations of leaders for a better French Curriculum. The curriculum is adapted to suit the requirements of the school by choosing the best sections from each unit.</p> <p>Non specialists receive support on pronunciation and grammar specifically to ensure that expectations for delivery are improved in the summer term.</p> <p>The school's system of Flashbacks is transferred to the French curriculum.</p> <p><u>Session 3 (8 June &amp; 6 July)</u> Sections are added to some units to ensure the best continuity of vocabulary and grammar. Clear decisions are taken regarding pupils' written work so that there is a greater focus on pupils generating sentences linked to their learning.</p> <p><b>Materials</b> New commercial French Curriculum, adapted to suit the expectations of the school.</p> <p><b>Monitoring 2022 – 2023:</b> A focus on senior leaders supporting the French subject lead in the monitoring, as he is now the only person delivering French. For example, a focus on ensuring that pupils know more and remember the key vocabulary and grammar from their learning, and that the</p>	<p><b>Short Term 2021 – 2022</b> Non specialists pronunciation and grammar understanding for the remaining summer term units is more accurate.</p> <p>School's curriculum re-written so that there is a better focus on the most important vocabulary and grammar that pupils need to know, with a clear progression.</p> <p>A French 'Flashback' is introduced at the start of each lesson.</p> <hr/> <p><b>Medium Term 2022-2023</b> All pupils are taught by a specialist teacher, so modelling and feedback is good.</p> <p>The progression in phonics, vocabulary and grammar ensures that the curriculum builds on prior learning. Units are taught to ensure that pupils previous and linked gaps in learning are addressed through an adapted curriculum.</p> <p>Written work is focused more accurately on pupils generating their own sentences within the grammar and vocabulary that they are learning.</p>	<p><b>Short Term 2021-2022</b> Pupils start to remember their learning from one week to the next.</p> <p>Pupils receive useful feedback on their work which helps them to know how well they are achieving and what they need to improve. Their work includes self-generated sentences as well as the key vocabulary and grammar copied from the board.</p> <p><b>Medium Term 2022-2023</b> Pupils' gaps in learning are addressed. All pupils are taught by a specialist.</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the French they have been taught over time (from one year to the next) and have an age-appropriate understanding linked to the expectations of the NC. Pupils can speak in sentences, present ideas and information (including in writing) and engage in conversations.</p>

# Maths

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> The curriculum in Year 3 and 4 is not good, pupils work their way through a number of different types of questions which does not help them to learn well.</p> <p>The curriculum is not supporting pupils' basic skills or reasoning well enough, particularly in key stage 2.</p> <p><b>Pupils</b> Pupils' basic skills in key stage 2 are not secure and there are gaps in their learning.</p> <p><b>Teachers</b> Teachers in Year 3 and 4 are not using retrieval practice to check pupils' understanding over time or to check gaps in prior learning.</p> <p>Teaching assistant subject knowledge is not always following the school's calculation policy.</p>	<p>Extensive CPD for the Year 3 and 4 teachers in teaching for mastery, alongside coaching to help them to plan lessons in line with the school's expectations, including the effective use of the school's flashback 4.</p> <p>CPD on the school's calculation policy for teaching assistants.</p> <p>New school initiative is launched to accelerate pupils' basic skills.</p>	<p><b>Training and collaborative work 2021 – 2022</b> <u>Staff meeting 27 April</u> Launch of school's new basic skills initiative. A decision to be taken by staff as to whether it covers the whole school or just keys stage 2.</p> <p><u>Starting weeks 1 for the year.</u> Teachers in Year 3 and 4 to start a teaching for mastery course. Weekly coaching sessions to support them to plan sequences of lessons, including the use of the flashback 4 system.</p> <p><u>Staff meeting 8 and 9 June</u> CPD for teachers on modelling reasoning, including the teaching of the key vocabulary that pupils should be using.</p> <p>CPD for teaching assistants, led by the maths lead on the school's calculation policy.</p> <p><b>Monitoring 2022 – 2023:</b> A focus on the impact of improvements to mathematics curriculum in Years 3 and 4, on the support from teaching assistants and how well it aligns to the school's calculation policy and on how well pupils are able to explain their reasoning. An evaluation of the impact of the basic skills initiative.</p> <p><b>Training and collaborative work 2022-2023</b> Further collaborative work on the teaching of maths. All teachers to have the opportunity to watch good practice. Further development of breaking down teaching of reasoning process to help pupils to write well. Further refinement to the basic skills initiative if necessary.</p> <p><b>Monitoring 2023 2024</b> Full deep dive to consider improvements to mathematics across the school.</p>	<p><b>Short Term 2021 – 2022</b> The curriculum in Year 3 and 4 begins to follow the quality of the rest of the school.</p> <p>A new initiative is in place to accelerate pupils' basic skills.</p> <p>Teachers model reasoning well, including the specific language that pupils should use.</p> <hr/> <p><b>Medium Term 2022-2023</b> The curriculum in Years 3 and 4 is equitable to the rest of the school.</p> <p>The curriculum for ensuring pupils' basic skills is embedded well. Reasoning is modelled and also embedded well into lessons. There is a good focus on pupils using appropriate technical language.</p> <p>Teaching assistants know the requirements of the school's calculation policy well and support pupils well with the right support.</p> <hr/> <p><b>Long Term (2023-2024)</b> The maths curriculum across the school ensures that pupils have at least good basic skills, as well as the ability to use technical language well, including in their reasoning.</p> <p>All teachers use the flashback 4 well to embed learning and to identify any gaps in previous learning.</p>	<p><b>Short Term 2021-2022</b> The gaps that KS2 pupils have in basic skills start to be addressed.</p> <p>All pupils in Years 3 and 4 and are able to take part in retrieval practise and mark their own work accurately.</p> <p><b>Medium Term 2022-2023</b> Pupils in Years 3 and 4 are making good progress in their maths lessons.</p> <p>Most pupils' basic skills are secure.</p> <p>Pupils are supported well by teaching assistants.</p> <p><b>Long Term 2023-2024</b> Pupils across the school have good basic skills. Pupils are making good progress in their maths and show a good understanding of all aspects of the curriculum, including reasoning. They are able to use vocabulary well in their discussions and explanations.</p>

# Music

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Opportunities to listen to music are still limited as there is insufficient time in lessons.</p> <p>Disadvantaged pupils are under-represented in extra-curricular music lessons and in the school's choirs. Despite a large number of pupils having instrumental lessons there is no school orchestra.</p> <p><b>Learners</b> Pupils have gaps in their learning for listening and composing, so teachers of older pupils are not able to deliver the curriculum for their year group in this aspect.</p> <p><b>Teachers</b> Listening and composing are not taught well due to weaker teacher subject knowledge</p>	<p>As a staff team, identify opportunities when pupils could listen to music outside of music lessons.</p> <p>Survey disadvantaged pupils and their parents to determine barriers for their participation in extra-curricular music.</p> <p>Start a school orchestra.</p> <p>Actively promote extra-curricular music to PP pupils. Target specific pupils who might enjoy or show an aptitude for music. Provide support to remove specific barriers for specific PP pupils.</p> <p>Music lead to support teachers of older pupils to understand how to fill gaps in learning in listening and composing.</p> <p>CPD for teachers on the teaching of listening and composing.</p> <p>Music lead to individually support teachers who are not musicians to improve their music delivery for the units they have identified, in summer</p>	<p><b>Training and collaborative work (summer 2022 – 2023)</b> <u>Sessions 1 &amp; 2 (Staff meeting 27 April &amp; 3 May)</u> CPD on listening and composing delivered by music coordinator, to include how to fill pupils' previous gaps in learning, with interim tasks.</p> <p>End of spring term 22: Individual support from music lead for teachers who are not musicians to plan summer term music units or sections of units identified by them as a challenge to teach.</p> <p>Summer term, week 1: Start a school orchestra which rehearses weekly.</p> <p><u>Sessions 3 and 4 (Staff meeting 8 &amp; 15 June)</u> Results of survey disseminated to staff and strategies for promoting extra-curricular music discussed. Discussion regarding which PP pupils should be targeted. CPD from music lead on the music computer programmes and apps.</p> <p>Week 4: Music lead to take meeting to decide how some aspects of listening to music can be fitted in outside of class music lessons.</p> <p>Week 8: Music lead to work with teachers who are non musicians to plan autumn and spring units/ aspects of units or sections of units identified by them as a challenge to teach.</p> <p><b>Monitoring 2022 – 23:</b> A focus on listening and composing, to include all aspects of a deep dive. Pupil and teacher interviews to determine if gaps in knowledge and understanding are closing, and how well pupils are enjoying and engaging with these aspects of the curriculum. Check the delivery in lessons and pupils' knowledge and understanding of those aspects identified by teachers who are not musicians are good.</p> <p>Evaluation of impact of new initiatives on the participation in extra-curricular music for PP pupils and the impact on pupils of the school's orchestra.</p>	<p><b>Short Term 2022</b> CPD for all teachers in listening and composing results in greater confidence and understanding for staff.</p> <p>Specific support in the teaching of some of the units for teachers who are not musicians results in greater understanding and confidence.</p> <p>Plans have been put in place to ensure greater participation of PP pupils in extra-curricular music. The school orchestra performs to the school.</p> <p>Opportunities for listening are improved outside of the class music lesson.</p> <p><b>Medium Term 2022-2023</b> Non musicians deliver an improved curriculum in those areas where they previously required support.</p> <p>Listening and composing are taught well, including teachers' planning, modelling and assessment for learning. The specific listening opportunities reduce the time pressure in class music lessons.</p> <p>The orchestra performs successfully to parents.</p>	<p><b>Short Term summer 2022</b> Pupils' gaps in learning for listening and composing begin to be filled.</p> <p>Disadvantaged pupils and their parents have been surveyed to find out if they would like to learn an instrument/ singing and what the barriers are to this for them.</p> <p>Pupils are given the opportunity to play in the school's orchestra.</p> <p><b>Medium Term 2022-2023</b> Pupils' show a better understanding of listening and composing. Gaps in learning for listening and composing are addressed as the next year's curriculum is taught.</p> <p>Pupils are able to use the music computer programmes and apps successfully in their lessons.</p> <p>Disadvantaged pupils are represented in extra-curricular music at least twice as well as previously. Barriers for the pupils are reduced.</p> <p>The school's orchestra continues to flourish.</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the music they have been taught over time.</p> <p>Pupils can articulate and demonstrate what they have learned clearly showing an increasingly sophisticated</p>

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> The Year 3 pupils have not been taught the correct PE curriculum for 2 terms in 2021/22.</p> <p>Girls and disadvantaged pupils are under represented in sports clubs and competitive sport</p> <p><b>Learners</b> Pupils have a poor understanding of the impact of exercise on the heart and breathing.</p> <p>Year 3 pupils have gaps in the Y3 PE curriculum</p> <p><b>Teachers</b> Dance is not taught well due to weak teacher subject knowledge and confidence.</p>	<p>PE lead to support Year 3 teachers to improve their PE delivery in summer term 2022 and into autumn 2022.</p> <p>Survey girls and disadvantaged pupils to determine barriers for their participation in sports clubs and competitive sport.</p> <p>Actively promote sports clubs to girls and PP pupils. Target specific pupils who might enjoy specific clubs or competitions. Provide subsidies for PP pupils.</p> <p>PE lead to work with science lead to ensure that learning for pupils about the heart/ circulation and lungs covers the knowledge and understanding that pupils need from both curricular.</p> <p>PE lead to support to ensure teachers understand how to fill gaps in learning for pupils from the Y3 units as the Y4 units are taught.</p> <p>CPD for teachers on the teaching of dance.</p>	<p><b>Training and collaborative work (summer 2022 – 2023)</b> <u>Sessions 1 &amp; 2 (Staff meeting 27 April &amp; 3 May)</u> CPD on dance delivered by PE coordinator, with interim tasks.</p> <p>End of spring term 22: Yr gp support from PE lead for Year 3 teachers to plan summer term PE units.</p> <p><u>Session 3 (Staff meeting 8 June)</u> Results of survey disseminated to staff and strategies for promoting sports clubs and competitive sport discussed. New clubs and competitions identified, teachers aware of the pupils that PE lead will be targeting so that they can support initiatives.</p> <p>Week 4: PE lead and science lead to restructure curriculum so that aspects required in PE are covered in science (and reinforced in PE lessons, with additional activities).</p> <p>Week 8: PE lead to work with Year 4 teachers to plan autumn and spring units of PE so that gaps are filled from Year 3.</p> <p><b>Monitoring 2022 – 2023:</b> A focus on dance units, to include all aspects of a deep dive. Pupil and teacher interviews to determine if gaps in knowledge are closing, and how well pupils are enjoying and engaging with dance. Check pupils' knowledge of staying healthy and the PE curriculum in Year 3. Check gaps are closing for Year 4 pupils.</p> <p>Evaluation of impact of new initiatives on the participation in sports clubs and competitive sport on girls and PP pupils.</p> <p><b>Training and collaborative work 2022-2023</b> Refine planning of the next PE unit: ensure skills, knowledge, vocabulary and concepts are identified/ adapted on the plan (especially for older pupils, e.g. in team game strategies for marking and attack). Develop teachers' questioning skills, as part of their AfL techniques. Check that learning activities enable pupils to learn what is needed, particularly in dance.</p> <p><b>Monitoring 2023 - 2024</b> Full deep dive to consider improvements to PE across the school.</p>	<p><b>Short Term 2022</b> CPD for all teachers in dance results in greater confidence and understanding for staff.</p> <p>Year 3 teachers plan and deliver the correct summer term units effectively.</p> <p>Plans have been put in place to ensure greater participation of girls and PP pupils in sport.</p> <p><b>Medium Term 2022-2023</b> Dance units are taught well, including teachers' planning, modelling and assessment for learning.</p> <p><b>Long Term 2023-2024</b> The curriculum is fully embedded for all year groups and teachers know the expected outcomes.</p>	<p><b>Short Term summer 2022</b> Year 3 pupils have two PE lessons per week. Most enjoy PE and their gaps in learning begin to be filled.</p> <p>Girls and disadvantaged pupils have been surveyed.</p> <p><b>Medium Term 2022-2023</b> Pupils show a good understanding of the dance units that they have covered. Most enjoy dance. Pupils' moves link well to a music used.</p> <p>Y3 Pupils' gaps in learning are addressed as the Y4 curriculum is taught. Pupils show an age-appropriate understanding of the relationship of the heart and breathing to exercise.</p> <p>Girls and disadvantaged pupils are represented in clubs and competitive sports at least twice as well as previously. Paying clubs are subsidised for PP pupils</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the PE they have been taught over time.</p> <p>Pupils can articulate and demonstrate what they have learned clearly showing increasingly sophisticated understanding of the knowledge, vocabulary and skills.</p> <p>There is no difference in the representation of any group of pupils in sport across the school. Clubs and inter school competitive opportunities are good across the school.</p>

# PHSE and RSE

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Some aspects of the school's curriculum, including BV, LGBT, protected characteristics are not embedded well into the school's curriculum.</p> <p>Unlike other units and learning, the key vocabulary has not been agreed and Knowledge Organisers have not been developed.</p> <p>There are too few opportunities for pupils to record their learning in books.</p> <p><b>Pupils</b> Pupils are not confident discussing issues around people with protected characteristics.</p> <p><b>Teachers</b> Teachers are not confident teaching some aspects of the PHSE/ RSE curriculum including some aspects of sex education, LGBT content, protected characteristic and British Values.</p>	<p>Improve the consistency in the curriculum so that some aspects of sex education, aspects of LGBT, protected characteristics and British Values are embedded as well as the rest of the curriculum.</p> <p>Provide CPD so that teachers have the confidence to teach these units and aspects well.</p> <p>Agree the vocabulary that adults and pupils should use.</p> <p>Devise the Knowledge Organisers for these units and learning.</p>	<p><b>Training and collaborative work 2021 – 2022</b> <u>Starting in Week 1</u> Teachers and PSHE/ RSE lead to decide and write the curriculum units so that BV, LGBT and protected characteristics are taught explicitly in the curriculum.</p> <p><u>Staff Meeting 27 April</u> Meeting led by the PSHE/ RSE led to agree the vocabulary that staff and pupils will use for some aspects of sex education, BV, LGBT and the protected characteristics.</p> <p><u>Staff meeting 3 May</u> PSHE/ RSE subject lead to deliver CPD on effective ways of for pupils to record their learning.</p> <p><b>Monitoring 2022 – 2023:</b> A focus on the impact of the new curriculum units and learning which include BV, LGBT and protected characteristics. Check that all adult and pupils are using the agreed vocabulary. Evaluate the quality of pupils' recording of the whole PSHE/ RSE curriculum in their books. Interview pupils to evaluate their confidence and understanding of BV, LGBT and protected characteristics.</p> <p><b>Training and collaborative work 2022-2023</b> Further collaborative work on the teaching of the PSHE/ RSE curriculum. Refine the Knowledge Organisers and content of the curriculum as necessary. All teachers to have the opportunity to watch good practice. Further development of effective recording for pupils.</p> <p><b>Monitoring 2023 - 2024</b> Full deep dive to consider improvements to PSHE/ RSE across the school.</p>	<p><b>Short Term 2021 – 2022</b> The vocabulary for all units and learning has been agreed.</p> <p>Knowledge Organisers have been devised for all units and other aspects of learning have been added to other units, e.g. LGBT.</p> <p>Improved teacher confidence in teaching some aspects of the PHSE/ RSE curriculum including some aspects of sex education, LGBT content, protected characteristic and British Values.</p> <p><b>Medium Term 2022-2023</b> Teachers are confident to deliver the whole curriculum PSHE/ RSE. Activities for lesson include good opportunities to discuss all aspects in the PSHE and RSE curriculum.</p> <p><b>Long Term 2023-2024</b> The PSHE/ RSE curriculum continues to be delivered to a high standard. Staff receive useful feedback and are reflective in their teaching.</p>	<p><b>Short Term 2021-2022</b> Pupils have better opportunities to record their learning in their books, demonstrating a range of ways of recording information and concepts that they explore their lessons.</p> <p>Pupils start to discuss issues around people with protected characteristics in lessons.</p> <p><b>Medium Term 2022-2023</b> Pupils have regular opportunities to discuss issues around people with protected characteristics. They know the school's agreed language and show an increasing understanding of diversity.</p> <p>Pupils have good opportunities to record their learning in their books,</p> <p><b>Long Term 2023-2024</b> Pupils have good opportunities and are confident to discuss issues around people with protected characteristics. They know the school's agreed language and show no prejudices, embracing diversity.</p>

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> Not all of the content of the school's curriculum in RE has been taught as teachers either ran out of time or spent too much time of a limited content.</p> <p>Knowledge is taught well, but not all the concepts that pupils should know are being covered.</p> <p>Some of the learning activities do not match the intended learning well, especially in the teaching of concepts as opposed to knowledge.</p> <p><b>Pupils</b> Pupils have gaps in their learning of some key concepts.</p> <p>SEND pupils are often not producing independent work.</p> <p><b>Teachers</b> Teachers are not adapting the content well for pupils with SEND.</p> <p>Some teaching assistants overly supporting SEND pupils.</p> <p>Teachers do not assess pupils' understanding of key concepts as well as their knowledge.</p>	<p>The RE lead and the teachers identify the most important content for the school's RE curriculum.</p> <p>Activities are planned which tightly match the learning intentions.</p> <p>Work is started first on the autumn term units. Units are adapted to help fill gaps in previous years that pupils have missed.</p> <p>CPD is provided by the RE lead on the teaching and the assessment of the key concepts in the curriculum.</p> <p>CPD is provided on how to scaffold learning for SEND pupils.</p> <p>CPD is provided to teaching assistants on how to support SEND pupils to produce independent work.</p>	<p><b>Training and collaborative work (summer 2022 – 2023)</b></p> <p><u>Weeks 1, 3, 5, and 7</u> Lead by the RE lead, the content of the RE curriculum is reduced, starting with the autumn term units, to include the most important knowledge and concepts. Activities to link closely to the content.</p> <p><u>Sessions 1 &amp; 2 (Staff meeting 27 April) and 3 May</u> CPD on teaching and assessing key concepts in RE. Interim tasks for staff to use some of the ideas in their current teaching of RE.</p> <p><u>Sessions 3 and 4 (Staff meeting 8 &amp; 15 June)</u> CPD led by the RE lead and the SENCo on scaffolding learning for SEND pupils. Interim tasks for staff to use some of the ideas in their current teaching of RE.</p> <p>CPD for teaching assistants on supporting pupils to produce work independently.</p> <p><b>Monitoring 2022 – 2023:</b> A focus monitoring to check that pupils' gaps in learning are closing, especially for the key concepts taught in RE. Check that the full RE curriculum is being taught and that activities match the intended learning. Check that work is appropriately scaffolded for SEND pupils and teaching assistants help pupils to produce independent work.</p> <p><b>Training and collaborative work (2022-2023)</b> Refine planning of the next RE units: ensure skills, knowledge, vocabulary and concepts are identified/ adapted on the plan. Develop teachers' questioning skills, as part of their AfL techniques. Check that learning activities enable pupils to learn what is needed, particularly for key concepts.</p> <p><b>Monitoring 2023 - 2024</b> Full deep dive to consider improvements to RE across the school.</p>	<p><b>Short Term 2022</b> Activities begin to better match the learning intentions and work is better scaffolded for SEND pupils.</p> <p><b>Medium Term 2022-2023</b> The full RE curriculum is taught. Activities better match the learning intentions. Learning is scaffolded well for SEND pupils who are not overly supported so produce independent work.</p> <p><b>Long Term 2023-2024</b> The curriculum is fully embedded for all year groups and teachers know the expected outcomes and how to assess them, including for key concepts.</p>	<p><b>Short Term summer 2022</b> Pupils' gaps in learning key concepts begin to be filled.</p> <p><b>Medium Term 2022-2023</b> Gaps in pupils' knowledge begin to be filled as the full RE curriculum is taught.</p> <p>Pupils' show a better understanding of the key concepts in the curriculum.</p> <p>SEND pupils produce independent work.</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the RE they have been taught over time, including the key concepts.</p> <p>Pupils can articulate and demonstrate what they have learned clearly showing an increasingly sophisticated understanding of the knowledge and vocabulary.</p>

# Science

Problem (A)	Intervention Description (C)	Implementation Activities (E)	Implementation Outcomes (D)	Pupil Outcomes (B)
<p><b>School</b> The focus for practical work is sometimes not specific enough and aspects of working scientifically in some year groups is learning that should have been a focus in previous year groups.</p> <p><b>Pupils</b> Pupils are not yet remembering much of their science from previous learning.</p> <p><b>Attainment/ Assessment</b> Teachers less secure with assessing and/ or knowing if pupils have understood the key concepts for the topic.</p> <p><b>Teachers</b> Some teachers do not ensure that they teach just the content of the school's curriculum for their year group and there are examples of teachers covering significant content from the high year groups. This is also resulting in some content not being covered.</p> <p>Some practical activities have not tightly matched the intended learning on the curriculum.</p> <p>Enhanced provision in the Early Years is not sufficiently engaging or challenging. Few opportunities for pupils to record their findings.</p> <p>Content not adapted well for PYG and SEND pupils. SEND pupils overly supported.</p>	<p>Identification of the progression for each year group for 'working scientifically' in the school's curriculum.</p> <p>Improvement of teachers' knowledge of practical science activities.</p> <p>Identify the key concepts in each unit and support teachers to assess these.</p> <p>Improvement of how teachers help pupils to learn the key knowledge and concepts in each unit, and remember these over time.</p> <p>Remind teachers to only teach what is in each unit for their year group and not to teach beyond this. Ensure that the learning from the whole unit is taught and improve the learning adaptations for PYG and SEND pupils. Improve the support for SEND pupils.</p> <p>Improve the quality of enhanced provision in the EY and the range of ways for pupils to record their learning.</p>	<p><b>Training and collaborative work 2021 – 2022</b> <u>Session 1 (Working Party) 27 April</u> Science group to work to identify the working scientifically aspects of each unit. Use progression document from another scheme to act as model for adaption.</p> <p><u>Session 2 (working party) 3 May</u> Science group to identify the key concepts in each unit and develop questions for pupils to help teachers to assess these. Add these to the Knowledge Organisers for the appropriate topic. Use key concepts document from other schemes to act as models for adaptation.</p> <p><u>Session 3 &amp; 4 (Staff meeting 8 June and 6 July)</u> To introduce the outlined aspects of working scientifically and key concepts to the whole staff, including the questioning for assessment. Reminder to staff about teaching only the content of each unit. CPD and examples to help staff to see how these could be adapted for PYG and SEND pupils.</p> <p><b>Materials</b> Progression and key concepts documents from other commercial schemes.</p> <p><b>Other</b> Autumn 2022 – External consultant to provide training on 'working scientifically' for teachers. Provide CPD for TAs in how to support SEND pupils in science.</p> <p><b>Monitoring 2022 – 2023:</b> A focus on evaluating 'working scientifically' and pupils understanding of the key concepts, to include all aspects of a deep dive. Work scrutiny with pupils to consider if gaps in knowledge are closing over time, including for PYG and SEND pupils. Discussion with teachers to understand the impact of the science CPD and changes to the curriculum for this year.</p> <p><b>Training and collaborative work 2023-2024</b> Coaching for EY teacher to include good quality science enhanced provision activities with recording, in planning. Whole school feedback at staff meetings for teachers as part of the follow up work evaluating the impact of the changes made to the science curriculum. Time for teachers to revisit how they help pupils to know and remember the knowledge and the concepts in science. Developing questioning skills, as part of teachers' AfL techniques.</p> <p><b>Monitoring</b> Full deep dive to consider improvements to science across the school.</p>	<p><b>Short Term 2021 – 2022</b> The curriculum includes a clear progression for working scientifically with examples for each unit.  For each unit the key concepts are outlined and teachers ensure that they teach these alongside the key knowledge.  Teachers teach only what is on the unit of work.</p> <p><b>Medium Term 2022-2023</b> The practical activities match learning well.  Teachers adapt learning effectively for PYG pupils.  Teachers become increasingly confident with assessing pupils' understanding of key concepts.  Enhanced provision in the EY is challenging, maintains pupils' attention and gives them the opportunity to record their learning in a range of ways.</p> <p><b>Long Term 2023-2024</b> The curriculum is fully embedded and teachers assess pupils knowledge and understanding of key concepts well. Learning is adapted well for PYG and SEND pupils. Practical activities match learning well and working scientifically shows a clear progression across the school.</p>	<p><b>Short Term 2021-2022</b> Pupils learn only what is on the school's curriculum for their year group. When interviewed and in lessons, pupils start to show an understanding of some of the key concepts in science.</p> <p><b>Medium Term 2022-2023</b> Pupils begin to show an understanding of key scientific concepts and can explain what they have learned in their practical science work. This includes PYG and SEND pupils. SEND pupils are appropriately supported in lessons.</p> <p>Pupils in the EY show a good understanding their learning, and can talk about any independent work, which they record in a range of ways.</p> <p><b>Long Term 2023-2024</b> The majority of pupils remember the science they have been taught over time (from one year to the next) and have an age-appropriate understanding of their learning in working scientifically, as well as for the knowledge and key concepts learnt. This includes PYG SEND pupils, taking into account what is outlined for them to know and understand.</p>