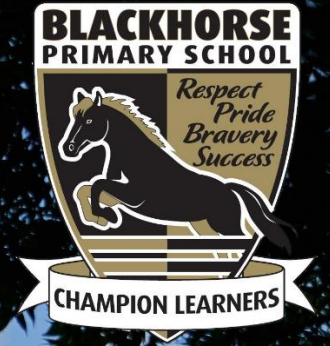


Blackhorse Primary School



School Development Plan 2025 – 2028

Year 1: 2025-2026



Contents

Item	Page
Vision & Mission	3
3-Year Strategic Goals 2026-2029	4
Pupil Premium Areas of Focus 2025-26	5
3-Year Overview Priority 1: Mission	6
3-Year Overview Priority 2: Writing	7
Priority 1 Logic Plan 2025-26: Mission	8-10
Priority 2 Logic Plan 2025-26: Writing	11-13
Curriculum Development Logic Plan 2025-26	14-15

Vision and Mission

Our Mission:

To Build Champion Children through:

Extensive Opportunities

Expert Tuition

Purposeful Practice

& Personal Effort.

Our values are the attributes that underpin our vision. We teach children:

Respect – for themselves, their families, their communities.

Pride – in their attitude and work; striving for their best effort.

Bravery – to attempt things which will be hard and challenge them.

Success – to aspire to be the best version of themselves. To believe they can change the world.

Strategic Goals 2025-2028

3 Year Goals: 2025 - 2028

1. All children will thrive academically, socially and personally as a result of the school's compelling vision – focusing specifically on disadvantaged pupils.
2. Further improve the teaching of writing so that more children achieve or exceed the expected standard.
3. [Rolling cycle] Continue to review and refine the wider curriculum so that more children know and remember more.

Pupil Premium Areas of Focus 2025-26



Teaching: Refine adaptive teaching strategies & develop oracy.



Targeted academic support: Provide bespoke writing fluency interventions for disadvantaged boys at risk of not achieving EXS in KS2.



Wider Strategies : Improve attendance for children categorised as both SEND & PP. Extend opportunities for disadvantaged pupils.

These areas are shown within active ingredients with PP followed by the focus area 1, 2 or 3. EEF + is also used to indicate where the education Endowment Fund's research has shown an acceleration in learning from the strategy; shown as + months progress across 1 year.

Strategic Goals Three-Year Overview

Long-Term Goal 1: All children will thrive academically, socially and personally because of the school's mission focusing specifically on **disadvantaged children.**

Success Criteria:

- Attendance of all groups including disadvantaged is within top 5% nationally
- Extensive opportunities are refined to offer experiences within the sustainable, innovative and diverse city of Bristol, allowing children to develop deep cultural curiosity and understanding.
- Disadvantaged children, and others with specific barriers, can confidently articulate their thinking both orally and in writing.
- Children demonstrate strong self-efficacy and intrinsic motivation in order to succeed and overcome barriers.
- Multi-lingual children' attendance and achievement is further enhanced through a clear strategy to enable them to belong, grow and succeed.
- All children advocate for Neurodiversity and SEND on a national and global stage.

	Year 1	Year 2	Year 3
Short-term goals	Through further developing extensive opportunities for enrichment, oracy and supporting the representation of multi-lingual children , disadvantaged children articulate a sense of belonging and pride in their achievements.	Through further developing extensive opportunities for volunteering and community engagement, oracy and adaptive teaching (esp for multi-lingual children), disadvantaged children thrive academically and socially.	Through providing extensive opportunities for children to develop an understanding of the diverse communities within Bristol and the city's STEM industries , children develop a more complete understanding of their city and society.
Key Performance Indicators	<ul style="list-style-type: none"> • Attendance of all groups including disadvantaged is within top 15% nationally. • All children experience extensive enrichment opportunities which go beyond those normally available within the primary curriculum. • All children experience at least 3 visits and 3 visitors per year. • Trial evidence-informed strategies to overcome barriers to oracy. • Embed Belonging section of Leaf Trust Multi-lingual learner strategy (Induction, Celebration, Representation and School Environment) to enable multilingual children to flourish • Articulate a strength-based approach for Neurodiversity and SEND at Blackhorse 	<ul style="list-style-type: none"> • Attendance of all groups including disadvantaged is within top 10% nationally • Children extensive enrichment/ volunteering opportunities linked to community industry and commerce. • Children grow cultural capital because of visiting places of cultural significance around England & Wales. • Embed Success section of Leaf Trust Multi-lingual learner strategy (Interventions, Adaptive Teaching, Bilingual Support and Assessment). • Provide a strength-based pedagogy for Neurodiversity within Leaf and local clusters. 	<ul style="list-style-type: none"> • Attendance of all groups including disadvantaged is within top 5% nationally • Children benefit from a mission-led enrichment passport promoting a wide range of opportunities. • Extensive opportunities are refined to offer experiences within the sustainable, innovative and diverse city of Bristol (Green/ STEM/ Cultural/ Faith), allowing children to develop cultural curiosity and understanding. • Multi-lingual children' achievement is further enhanced through embedding the 'Grow' section of Leaf Trust Multi-lingual learner strategy (Support/ Communication with families, staff PD & recognition).

Long-Term Goal 2: Further refine the writing strategy so that all children excel in writing, especially those experiencing disadvantage or those who could achieve the greater depth standard.

Success Criteria:

All children can write confidently demonstrate:

- A range of grammatical and cohesive devices which matches or exceeds the age-related expectations.
- Effective spelling strategies appropriate to their age/ stage.
- A broad vocabulary.
- Fluent Handwriting.
- A knowledge/ control of audience, genre and purpose.

	Year 1	Year 2	Year 3
Short-term goals	Enhance adaptive practice, oracy scripts and teaching of GDS techniques so that more disadvantaged boys achieve EXS and more children achieve GDS overall.	More children achieve GDS in writing through developing authorial voice and providing wider opportunities to write across the curriculum.	Children use their love of writing to write widely for agency and for different audiences.
Key Performance Indicators	<ul style="list-style-type: none"> • There is clear progression in the development of children’s narrative writing between year groups, e.g. characterisation, setting, plot. • More disadvantaged boys achieve the expected standard because of refined adaptive teaching strategies & bespoke fluency interventions. • Children are given the opportunity to publish their work so it can be appreciated by a wider audience. • Children have a better understanding of narrative text types, features and structures which results in narrative writing being of the same standard as non-fiction writing. • 83% of children achieve EXS (100% of non EHCP-children) and 15% achieve GDS 	<ul style="list-style-type: none"> • More children are supported and challenged to achieve the greater depth standard because of refined and targeted teaching. • Children’s writing across the curriculum, especially those experiencing disadvantage, improves because of adaptive teaching strategies being employed in all subjects. • Children's writing across the curriculum will match the standards achieved in English lessons due to high expectations. • 85% of children achieve EXS and 20% achieve GDS 	<ul style="list-style-type: none"> • 90% of children achieve EXS and 25% achieve GDS. • Children are writing for real audiences in the community and beyond.

Priority 1: All children will thrive academically, socially and personally because of the school's mission – focusing specifically on disadvantaged children.

Goal: (short-term goal): Improve attendance & engagement of disadvantaged groups through deliberate use of targeted strategies.

Author and Lead on priority: Soraya Young & Neil Fry

Active Ingredients:

1A Leaf multi-lingual children' strategy

1B Leaf model for disadvantage & Professional Growth Project – Oracy Ev: Voice 21

1C PEP attendance strategy

1D PDnet Standards for Schools SEF tool (EG) Strength-based approach to inclusion of Neurodiverse children (BH)

1E Enrichment/ Learning outside the classroom

Baseline and Achievements to sustain:

- In 2024-25 the school introduced the Leaf Trust disadvantaged strategy, focusing on privileging targeted children for individualised support, resulting in increased engagement.
- In 2024-25 the school focused on attendance, reducing persistent absenteeism, challenging/fining for term time holidays, and close working with EWO. The impact of this has been seen in a reduction in the number of children who were persistently absent throughout the year from 9.8% in 2023-24, to 8.6% in 24-25.

Problem (why?)	Change in Practice (What?)	Implementation Activities (How?) (including costs and resources)	Implementation Outcomes (How well?) (Milestones towards achieving goal)	Final/Pupil Outcomes (and so?) (intended change/goal for children)
<p>Teachers Teachers do not yet have a school-wide protocol to challenge attendance between 95%-90%.</p> <p>Teachers do not have a system by which to pick up and instruct correct models of speech.</p> <p>Whilst ambitious, the range of visits and visitors differs between year groups and does not always fully exploit parental/ local expertise.</p> <p>The school has yet to fully adopt the Trust's Multi-lingual learner strategy.</p> <p>Children <i>Although above the national average, disadvantaged children do not attend as well as their non-disadvantaged peers.</i></p> <p>Some disadvantaged children do not have oracy scripts, which can hamper their ability to communicate in writing.</p> <p>Parental Community Analysis shows that broken weeks is negatively impacting the progress of some children.</p> <p>Some parents of vulnerable children require additional support with overcoming and preventing school refusal.</p> <p>Outcomes Disadvantaged children' attainment is not always as high as their peers,</p>	<p>1A Active ingredient: The Leaf Trust Multi-lingual Children Strategy</p> <ul style="list-style-type: none"> - Introduce and embed belonging element of strategy. <p>1B Active ingredient: Leaf Model of disadvantage strategy/ PGP Oracy</p> <ul style="list-style-type: none"> - Develop oracy to support dis. Children making better progress. <p>1C Active ingredient: Attendance Strategy</p> <ul style="list-style-type: none"> - Refine attendance policies to support improved attendance of SEND+PP children. <p>1D Active ingredients: Strength-based inclusion</p> <ul style="list-style-type: none"> - Articulate a strength-based approach to SEND with parental community. <p>1E: Enrichment</p> <ul style="list-style-type: none"> - Use LOTC Framework to improve opportunities 	<p>End of Term 2 Develop Materials:</p> <p>1A Named person responsible for ML strategy delivery is identified. (T1) 1B n/a 1C: Whole school, codified approach to attendance in line with best practice and recent research (NF T1) 1D Research Blackhorse Strength Based Inclusion Report (JT/CD T1 &2)) 1E Create a strategic plan for Enrichment linked to the school's vision and mission. (RB/AW T1)</p> <p>Deliver Training:</p> <p>1A: Share whole school, codified approach to attendance. 1B: KU/HS/CM deliver staff meetings introducing oracy Professional Growth Project and create reading groups 1C: Introduce staff to early engagement in attendance (T1 staff meeting) 1E: Introduce LOTC (T1 staff meeting). Train staff on increased ambition in enrichment (T1 Staff meeting).</p> <p>Coaching</p> <p>1C NF to continue to work with Head of Mangotsfield on attendance 1D JT use Basic Coaching with CD in creation of Blackhorse Strength Based Inclusion Report</p> <p>Monitoring</p> <p>1E Baseline pupil voice on previous experience of Extensive Opportunities including Enrichment 1E Pupil voice gathered following first round of Enrichment and school visits (NF/RB/AW) (RB/AW/Governor)</p> <p>Resources</p> <p>1A Marc Rowlands Transforming attendance in Cornwall (T1 NF) 1B Leaf Model of Disadvantage strategy 1B Voice 21 research and Walkthrus and Teach Like a Champion</p>	<p>End of term 2</p> <p>1A There is a named leader for multi-lingual children, and they have a secure understanding of the school's position with reference to the Leaf multilingual strategy. 1B Teachers have begun reading research pertaining to oral rehearsal and sentence stems 1B Research groups have been set in line with chosen criteria 1C Expectations around attendance are clearly communicated to all families 1C The role of staff in challenging absence is codified. 1D research and nest practice in school's approach to high expectations around neurodiversity, engagement and attendance. (JT/CD) 1D: Create SEND parents' engagement group. 1E Skills and knowledge audit of Enrichment offer linked to school mission. (RB/AW) 1E Teachers plan new ambitious enrichment sessions to deliver in T2 1E: Visit/ Visitor annual planner updated.</p>	<p>Short Term: End of term 2</p> <p>1A: Newly arrived multi-lingual children benefit from an enhanced induction checklist. 1B: Some children are experiencing some oracy techniques via PGP R&D. 1C: Children who are persistently absent, and who are subject to attendance process, are showing improved attendance. EYFS, Year 1, RB and Year 4 show improved attendance in comparison to the same period 24-25. 1D: N/A 1E: Children are beginning to experience a wider range of ambitious enrichment activities, linked to the school's mission.</p>

<p>especially in writing where weaker oracy can prevent children meeting the expected standard.</p>	<p>for visits and visitors.</p>	<p>1D South Glos Autism Strategy 1E Learning outside the classroom audit/Pupil Voice</p>		
		<p>End of Term 4 Develop Materials: 1A: Codify approach to 'Belonging' sections of MLL strategy 1B N/A 1C: Codified approach to first engagement with parents re. Attendance by class teacher. 1D: With parent engagement group, author strength-based approach to SEND. 1E Create visit/visitor annual planner. Deliver Training: 1A: Train staff in Belonging section of MLL Strategy (T3 Staff meeting) 1B: PGP R&D staff meetings on use of sentence stems for Dis Children. Coaching 1B: Instructional Coaching on use of sentence stems in PGP projects. Monitoring 1A: Initial MLL pupil voice to create a baseline 1B: Monitor use of sentence stems to support disadvantaged children. 1C: Analyse attendance of disc children.</p>	<p>End of term 4 1A: Teachers are trialling strategies from the Belonging section of the multi-lingual learner's strategy. 1B: Teachers are trialling oracy scaffolding strategies. 1C: Key disadvantaged children have bespoke attendance support. Staff are confident raising attendance with parents because of codified approach. 1D: Author strength-based approach to SEND with parent engagement group. 1E: Teachers incorporate new visitor opportunities into the curriculum. Book visits and visitors for Term 3-4.</p>	<p>Medium Term: End of term 4 1A: The views of MLL regarding belonging is known. 1B: All children are experiencing deliberate oracy practice linked to PGP R&D in writing. 1C: Disadvantaged children's overall attendance is above national average for all children. The number of children with persistent absence is below 7%. 1D: The school's vision for strength-based inclusion is written. 1E: All children have experienced at least 3 visits or visitors to enrich the curriculum. Children talk positively about new enrichment opportunities.</p>
		<p>End of Term 6 1A: Monitor impact of belonging MLL on provision (Pupil Conferencing). 1B: Codified approach to use of sentence stems to aid oracy of disadvantaged children created. Instructional Coaching completed and ward rounds show this is well embedded. 1C: Analyze attendance of disc children. 1D: Publish strength-based inclusion philosophy on school website. 1E: Apply for LoTC Bronze award (collect evidence).</p>	<p>End of term 6 1A: Teachers can articulate the belonging section of the Leaf multi-lingual strategy (induction, representation, celebration and school environment) and the strategies used in class to foster belonging. 1B: A codified approach to oracy scaffolding has been created. 1C: Staff routinely challenge occasional absence. 1D: Staff can articulate strength-based approach to inclusion to parents. 1F: Curriculum is enhanced by termly visits or visitors.</p>	<p>Medium Term: End of term 6 1A: 1A: Multi-lingual children experience deliberate representation and celebration. 1B: In all classes, children use sentence stems in writing lessons to articulate thinking. 1C: Attendance of disadvantaged children is above the 85th percentile. 1D: Children and their parents are beginning to understand the school's strength-based approach to inclusion. 1E: All children experience extensive enrichment opportunities which go beyond the National Curriculum, including at least 3 visits and 3 visitors per year.</p>
	<p>Long Term: beyond 1 school year The oracy and attendance gap between disadvantaged children and their peers has closed.</p>			

Priority 2: Further refine the writing strategy so that all children excel in writing, especially those experiencing disadvantage or those who could achieve the greater depth standard.

Goal: (short-term goal)

Enhance adaptive practice, oracy scripts and teaching of GDS techniques so that more disadvantaged boys achieve EXS and more children achieve GDS overall.

Author and Lead on priority: Gemma Leech & Laura Jenkins

Active Ingredients:

2A: Develop Narrative Progression (Ev: Alex Quigley, EEF, Pie Corbett, National Association for Teaching of English)

2B: Refine Adaptive Teaching Strategies in Writing Lessons (Ev: EEF: 5-a-day Guide; Sue Crawley)

2C: Develop opportunities for writing for an audience (Ev: Pie Corbett, EEF)

2D: Develop bespoke interventions to improve fluency and grammatical accuracy of disadvantaged boys (Ev: Alex Quigley, EEF)

Baseline and Achievements to sustain:

- Improvement over the last 4 years has resulted in outcomes which are consistently above the National averages (79% in 2025) and teaching which is consistent and effective across the school.
- The % of children achieving GDS by the end of KS2 has increased to 10%, and this is a focus of the 2025-26 plan.
- Boy's attainment in writing is lower than girls by the end of KS2. Handwriting has been identified as a barrier for some children, especially disadvantaged boys.

Problem (why?)	Change in Practice (What?)	Implementation Activities (How?) (including costs & resources)	Implementation Outcomes (How well?) (Milestones towards achieving goal)	Final/Pupil Outcomes (and so?) (intended change/goal for children)
<p>Teachers</p> <ul style="list-style-type: none"> The teaching of narrative would be further enhanced by specific training on plot, character and setting. Further development of adaptive teaching for GDS would enhance outcomes. <p>Children</p> <ul style="list-style-type: none"> Children are not always aware of the audience for narrative writing and therefore do not develop character, setting and plot to a higher standard. Children would benefit from more explicit models of GDS writing. Further opportunities to write for a real audiences would improve children's enjoyment of writing. Handwriting & grammatical fluency is a barrier to achievement for some disadvantaged boys. <p>Outcomes</p> <ul style="list-style-type: none"> Disadvantaged children, particularly boys, are not achieving in line with their peers. More children could be supported to achieve GDS. 	<p>2A Active ingredient – Narrative progression document:</p> <ul style="list-style-type: none"> Align narrative progression with partnership goals and grammar teaching Ensure coverage of all aspects of narrative writing (character, setting, dialogue, plot) across all year groups as relevant <p>2B Active ingredient – Adaptive teaching strategies:</p> <ul style="list-style-type: none"> Develop use of 'five a day' adaptive teaching strategies Develop use of colour-coded sentence progression Improve teacher understanding of GDS criteria and how to incorporate these into writing lessons 	<p>Term 1:</p> <p>2A:</p> <ul style="list-style-type: none"> GL and LJ to finalise narrative progression GL and LJ to lead staff meeting training on overview of narrative progression <p>2B:</p> <ul style="list-style-type: none"> GL and LM to codify adaptive teaching strategies for PKS/WTS writers GL and LM to lead staff meeting training on codified approach SLT to complete fortnightly ward rounds focusing on use of adaptive teaching strategies GL and LJ to compile GDS writing exemplification <p>2C:</p> <ul style="list-style-type: none"> GL and LJ to outline approach to publishing <p>2D:</p> <p>GL, LJ, SY & SB to analyse 2024-25 writing books of boys who failed to achieve EXS and create bespoke interventions.</p> <p>Term 2:</p> <p>2A:</p> <ul style="list-style-type: none"> GL and LJ to lead staff meeting on planning for narrative writing, focusing on plot GL and BV to lead staff meeting for EYFS and KS1 on story mapping LJ to lead staff meeting on using dialogue <p>2B:</p> <ul style="list-style-type: none"> GL and LJ to lead writing moderation session for WTS/EXS border SLT to complete fortnightly instructional coaching sessions on adaptive teaching strategies LM and JT to lead further training for TAs on use of scaffolds <p>2C:</p> <ul style="list-style-type: none"> Parents invited into school to celebrate writing excellence <p>2D:</p> <ul style="list-style-type: none"> Begin bespoke interventions (incl. 'Shifting the dial' weekly commitments) for targeted boys. 	<p>End of term 2</p> <ul style="list-style-type: none"> Teachers' planning shows effective progression within and between narrative units. Teachers' are beginning to use new proscribed adaptive teaching strategies, although with varied fidelity. Staff plan opportunities for purposeful publishing. Teachers' planning shows effective narrative progression relating to plot. EYFS & Y1 teachers are beginning to use story mapping within narrative units. 2D: Teachers have clear understanding of individual barriers to writing for disadvantaged boys and have organised bespoke interventions to address these (incl. weekly commitments). 	<p>Short Term: End of term 2</p> <p>There is an increase in the number of children on track to achieve EXS and GDS in all year groups</p> <p>Ward round / Instructional coaching shows that children are receiving high quality adaptive teaching strategies to support them in achieving EXS and GDS</p> <p>Published pieces are used to celebrate writing excellence</p> <p>Identified T2 writing targets for dis boys (shifting the dial) are met.</p>
		<p>Term 3:</p> <p>2A:</p>	<p>End of term 4</p>	<p>Medium Term: End of term 4</p>

	<ul style="list-style-type: none"> Build teacher confidence in recognising GDS writing and supporting children to achieve GDS <p>2C Active ingredient – Publish writing for real audiences:</p> <ul style="list-style-type: none"> Plan opportunities for publishing writing for real audiences Plan ‘showcase’ events to celebrate writing with the wider school community <p>2D Active ingredient – Bespoke fluency support:</p> <ul style="list-style-type: none"> Identify fluency barriers to writing in disadvantaged boys. Plan bespoke intervention and adaptive teaching to address these barriers. 	<ul style="list-style-type: none"> GL and LJ to lead staff meeting training on teaching of setting with narratives SLT to complete book look focusing on the teaching of narrative features <p>2B:</p> <ul style="list-style-type: none"> GL and LJ to lead staff meeting training on planning for GDS writing GL and LJ to lead staff meeting training on using editing and revising with GDS writers GL and LM codify adaptive strategies for writing in order that they can be applied across the curriculum <p>2D:</p> <ul style="list-style-type: none"> Analyse WTS boys’ writing for remaining barriers & adapt interventions. <p>Term 4:</p> <p>2A:</p> <ul style="list-style-type: none"> GL and LJ to lead staff meeting training on teaching of character within narratives <p>2B:</p> <ul style="list-style-type: none"> GL and LJ to lead writing moderation session focusing on EXS/GDS border Class teachers to complete instructional coaching for Teaching Assistants LM and JT to lead further training for TAs on use of scaffolds <p>2C:</p> <ul style="list-style-type: none"> Parents invited into school to celebrate writing excellence <p>2D:</p> <ul style="list-style-type: none"> Analyse WTS boys’ writing for remaining barriers & adapt interventions. 	<ul style="list-style-type: none"> Teachers are effectively teaching setting & character within narratives units. Teachers’ planning shows that GDS features are being actively taught. Book scrutiny shows staff are supporting children to edit for GDS. Proscribed adaptive strategies are consistently taught in writing & supported by TAs. 2D: Teachers have adapted and refined bespoke interventions for boys at risk of not achieving EXS. 	<p>A further increase in the number of children on track to achieve EXS and GDS in all year groups</p> <p>Instructional coaching shows that children are receiving suitable adaptive teaching to support them in achieving EXS and GDS</p> <p>Book looks and moderation show that children can write improved narratives, focusing on character, setting and plot</p> <p>Children can talk confidently about the writing they have published, and they take pride in their work</p> <p>Identified T4 writing targets for dis boys (shifting the dial) are met.</p>
		<p>Term 5:</p> <p>2A:</p> <ul style="list-style-type: none"> GL and LJ to identify strengths and next steps in children’s narrative writing through book looks and pupil conferencing <p>2B:</p> <ul style="list-style-type: none"> GL and LJ to lead writing moderation session focusing on borderline children <p>Term 6:</p> <p>2B: GL and LJ to lead 1-1 moderation sessions with teachers for them to practise presenting evidence</p> <p>2C: Parents invited into school to celebrate writing excellence</p> <p>2D: Analyse end of year outcomes for disadvantaged boys in writing.</p>	<p>End of term 6</p> <ul style="list-style-type: none"> Teachers’ accurately moderate GDS and plan for next steps. 2D: Teachers analyse end of year writing outcomes for disadvantaged boys who did not achieve EXS and pass bespoke targets to receiving teacher. 	<p>Medium Term: End of term 6</p> <p>83% of children achieve the expected standard in writing. This includes an increase in disadvantaged children.</p> <p>15% of children achieve Greater Depth in writing in all year groups</p> <p>The gap between boys’ and girls’ writing attainment narrows in end of year assessments.</p> <p>Long Term: beyond 1 school year</p> <p>Year-on-year increase in the number of children achieving EXS and GDS so that the school is performing significantly above national measures</p>

[Rolling cycle] Continue to review and refine the wider curriculum so that more children know and remember more.

Short-term Goal: Improve children’ learning in the wider curriculum through developing PSHE & MfL teaching.

Author and Leader on Priority: Kate Urry, Josh Denton & Caroline Mountford.

Link to PP Focus: Target 1: Improve Teaching

Problem (why?)	Change in Practice (What?)	Implementation Activities (How?) (including costs and resources)	Implementation Outcomes (How well?) (Milestones towards achieving goal)	Final/Pupil Outcomes (and so?) (intended change/goal for children)
<p>Teachers</p> <ul style="list-style-type: none"> Teaching observations show that when proscribed slide-decks are used the quality of instruction improves and preparatory schemes (MfL & PSHE) would benefit from this approach. The school's spaced retrieval approach should now be extended to MfL & PSHE. Purchased MfL & PSHE schemes would benefit from further refinement to ensure knowledge progression is enhanced to the standard of other subjects. <p>Children</p> <ul style="list-style-type: none"> Children’ knowledge of MfL would benefit from a sharper focus on oracy. Spaced retrieval would support children to remember more in MfL. 	<p>3A Active ingredient:</p> <ol style="list-style-type: none"> Introduction of adapted knowledge development documents which align PSHE & MfL with whole-school approach. Focus MfL on oracy (removing written element). Introduce principles of expert tuition (and agreed slide decks) in PSHE & MfL. MfL & PSHE follow schools assessment model. 	<p>End of Term 2</p> <p><u>Develop Materials:</u></p> <ul style="list-style-type: none"> Subject lead to begin to write progression document (BH) using Language Angels. Skeleton plans for terms 2 and 3 are developed Audit of current wider PSHE opportunities Create vocabulary progressions & agreed definitions. <p><u>Deliver Training:</u></p> <ul style="list-style-type: none"> Staff meeting about Language Angels delivery in term 1 (BH) Discussion with class teachers to explain the rationale behind why class teachers should be the ones delivering PSHE <p><u>Coaching/ Monitoring</u></p> <ul style="list-style-type: none"> Check that skeleton plans and slide decks align for PSHE <p><u>Resources:</u></p> <ul style="list-style-type: none"> Release time for subject leads (BH and EG). For progression document and staff meeting preparation Half a day per term of leadership time provided to develop the following terms skeleton plans 	<p>End of term 2</p> <p>In MfL & PSHE, teachers are beginning to use agreed skeleton plans based the newly developed knowledge development document.</p> <p>Skeleton plans will demonstrate the structure and display key objectives that must be taught</p> <p>Leaders are using PSHE themes in assembly planning – particularly for areas not covered as in depth by PSHE teaching</p>	<p>Short Term: End of term 2</p> <ul style="list-style-type: none"> Children are receiving accurate and effective MfL lessons. Children are receiving lessons that are selectively chosen to ensure that all statutory requirements are given in MfL. Children are being taught PSHE lessons using the standard slide deck format
		<p>End of Term 4</p> <p><u>Develop Materials:</u></p> <ul style="list-style-type: none"> 1a. Subject leads continue to write/develop progression documents. 1b. Skeleton plans for terms 4 and 5 are developed. Research wider PSHE opportunities <p><u>Deliver Training:</u></p>	<p>End of term 4</p> <ul style="list-style-type: none"> Teachers are consistently using the agreed skeleton plans based on the newly developed knowledge development document to teach MfL & PSHE. The codified slide deck and explicit vocabulary teaching is used in MfL & PSHE. 	<p>Medium Term: End of term 4</p> <ul style="list-style-type: none"> 1a. Children are accessing high quality French MfL lessons which are clearly mapped, following the codified approach.

		<p><u>Coaching/ Monitoring</u></p> <ul style="list-style-type: none"> 1a. Subject lead models high quality French lesson for colleagues to observe – WAGOLL 1b. Check that skeleton plans and slide decks align for PSHE Check in that teachers are now delivering the PSHE lessons, not PPA cover <p><u>Resources:</u></p> <ul style="list-style-type: none"> 1a. Release time for subject leads (BH and EG) for progression document and coaching 1b. Half a day per term of leadership time provided to develop the following terms skeleton plans 	<p>MfL and PSHE use agreed assessment principles.</p>	
		<p><u>End of Term 6</u></p> <p><u>Develop Materials:</u></p> <ul style="list-style-type: none"> 1a. Subject leads continue to write/develop progression documents. 1b. Skeleton plans for term 6 is developed. Map PSHE opportunities into the curriculum ready for the second year of implementation <p><u>Deliver Training:</u></p> <ul style="list-style-type: none"> 1a. Release time for subject leads (BH and EG) <p><u>Coaching/ Monitoring</u></p> <ul style="list-style-type: none"> 1b. Check that skeleton plans and slide decks align for PSHE Pupil voice on PSHE teaching <p><u>Resources:</u></p> <ul style="list-style-type: none"> 1a. Release time for subject leads (BH and EG) for further coaching and pupil voice 1b. Half a day per term of leadership time provided to develop the following terms skeleton plans 	<p><u>End of term 6</u></p> <ul style="list-style-type: none"> Teachers are consistently using the agreed skeleton plans based on the newly developed knowledge development document to teach MfL & PSHE. 1b. Leaders monitor for national updates to ensure that skeleton plans are still relevant to the statutory requirements 	<p><u>Medium Term: End of term 6</u></p> <ul style="list-style-type: none"> 1a. Children will demonstrate an understanding of French or Spanish vocabulary, using the knowledge gained throughout the year. Children can remember the core knowledge and vocabulary learned throughout the year - using spaced retrieval. Spaced retrieval is being used consistently across classes to ensure children know more and remember more. Children routinely revisit prior learning, experience deliberate modelling & experience precisely matched tasks & retain identified core vocabulary in MfL <p>1b. Children can articulate core learning using vocabulary taught throughout the year</p>
			<p><u>Long Term: beyond 1 school year</u></p> <ul style="list-style-type: none"> 1a. By the end of 2 years, children will be confident in the subject matter they have been taught so far. They will draw on prior knowledge when learning new skills and vocabulary. Flash cards will be used routinely to support spaced retrieval of key vocabulary. Where MfL is taught in PPA, the class teacher will support spaced retrieval of the core learning/key vocabulary, using flashcards. 1b. By the end of 2 years, children will be confident in the subject matter they have been taught in PSHE. Children are experiencing opportunities beyond the PSHE curriculum. PSHE is delivered by the class teacher due to the sensitive subject matter that will be covered (in line with national recommendation). Teachings of PSHE are reflected in the culture and ethos of the school. 	